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ABSTRACT

The University of North Texas, with the assistance of the equity coordinators of eight Texas public two-year postsecondary institutions, worked to improve sex equity programs throughout the state. First, the state's existing manual dealing with improving sex equity in postsecondary vocational-technical programs was updated to include materials detailing innovative practices that have been developed and proved effective by public community and technical colleges in Texas. Next, regional workshops were held in Houston, Corpus Christi, Austin, Fort Worth, Tyler, and Midland. More than 100 sex equity coordinators and career counselors participated in the workshops, which focused on improving sex equity programs and providing access and support to students desiring to enter nontraditional occupations. The updated resource manual was disseminated throughout the state, and personnel responsible for sex equity at secondary and postsecondary institutions were invited to plan for the articulation of secondary and postsecondary equity activities. (Appendixes constituting approximately 85% of this document include the following: data from the six workshops; workshop handouts; conference data; project flyers; a third-party evaluator's report; minutes of the advisory committee meetings, and a 63-page annotated bibliography of over 200 documents and journal articles available through ERIC.) (MN)

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TX 931PD31

FINAL REPORT

IMPROVING SEX EQUITY

**Bill E. Lovelace
Jessie Teddlie
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Conducted by:

**The University of North Texas
School of Merchandising and Hospitality Management
Denton, Texas**

June 30, 1993

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North Lake College

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Texas Employment Commission

Ms. Charlotte Bullard
Grayson County College

Dr. T. R. Williams
Texas Higher Education Coordinating Board

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POSTSECONDARY

**Dr. Vickie Giesel
Tyler Junior College**

**Mr. Nick Cardenas
Bee County College**

**Ms. Lynda Barksdale
Amarillo College**

SECONDARY

**Ms. Margaret Lindsey
Austin ISD**

**Charlotte Bullard
Grayson County College**

**Ms. Ruth Wingo
Region XII Education Service Center**

**Ms. Nettye Medlock
Wilmer Hutchins ISD**

We also acknowledge the work and assistance of Ms. Shanna Scott, the clerk typist, on this project.

Our final acknowledgment is directed to all of the participants who attended and actively worked on the improvement of the manual. It is professionals such as these who make our work enjoyable.

I. INTRODUCTION

Background

The Texas Higher Education Coordinating Board, in the Texas State Plan for Vocational and Applied Technology Education (State Plan), has assured that:

9. The programs of personnel development and curriculum development shall be funded to further the goals identified in the state plan. See Section 1.11-1 and Tables III and IV.

The Community Colleges and Technical Colleges Division of the Coordinating Board has stated one goal in the **State Plan for Equity** for the period of 1992-1994. The Equity Goal is:

Access to preparatory and technical/vocational programs for single parents, displaced homemakers, single pregnant women, and students in non-traditional occupational areas.

By reading the above goal, one may interpret the goal to mean that programs for single parents, displaced homemakers, and single pregnant women are included under the **Perkins Act (PL 101-392)** as having the same goals and objectives as sex equity programs. The goals and objectives of the two programs are different. According to PL 101-392, *the purpose of sex equity programs is to promote the elimination of sex bias and sex stereotyping in technical/vocational programs and activities.*

The differences in the purposes and approvable activities of the two programs is supported by the current **Request for Proposals** issued by the Texas Higher Education Coordinating Board. Each of the programs, although listed incorrectly under the heading of Equity, have their individual category and RFP numbers. **Category 1500** is

for *"Programs for Single Parents/Displaced Homemakers/Single Pregnant Women Students"* (Sec. 221). Category 1600 is for *"Sex Equity, Programs to Eliminate Sex Bias"* (Sec. 222).

Projects under Category 1600 must be *"designed to eliminate sex bias and stereotyping in postsecondary vocational/technical education."* Projects under Category 1500 must provide services and activities needed by single parents, displaced homemakers, and single pregnant women to develop saleable skills. The state has provided an assurance in the State Plan that in the use of funds provided by Sec. 221 the State will *"...give special consideration to displaced homemakers who because of divorce, separation, or the death or disability of a spouse must prepare for paid employment."*

The Vocational Amendments of 1976, which first addressed sex equity in vocational education, required and supported programs and activities that were designed and conducted to: 1) **remove sex bias/discrimination in vocational education;** 2) **encourage males and females to participate in vocational education programs and prepare for employment in non-traditional occupation;** and 3) **provide support services necessary for individuals to participate and succeed in non-traditional vocational programs.**

The non-traditional technical/vocational programs can be best identified by using the definition of Gender Equity as stated by the Coordinating Board:

Gender equity: To achieve the goal of gender equity, programs enrolling more than 75% of either gender qualify to be targeted for special focus in order to recruit the under-represented gender. Measurement occurs after students are enrolled in a program. Statistics are based on percentages from the previous year.

The State Plan has included, in Table IV, objectives to meet the Equity Goal for 1992-1994. Two of these objectives that imply State Leadership activities including personnel development are:

1.1 To assist postsecondary institutions to ensure or improve accessibility for targeted populations in their Title II Part C programs.

1.3 To design and pilot a statewide comparable data collection system to assess accessibility and improvement of technical/vocational programs serving targeted populations.

It is assumed that the term "*target populations*" referenced in the above objectives refers to the term "*special populations*" as used in PL 101-392. In the definition of special populations of the State Plan, *individuals who participate in programs designed to eliminate sex bias* are included as members of special populations.

For the last several years, a great number of recipients of Perkins funds have commingled funds for Equity and Single Parent programs as if they were one program. In an attempt to solve this problem, in 1987, the Coordinating funded a statewide project that would provide training for local equity coordinators and develop the document **IMPROVING SEX EQUITY IN POSTSECONDARY VOCATIONAL/TECHNICAL PROGRAMS: A RESOURCE MANUAL**. Six years have past since the manual was disseminated and equity coordinators were provided inservice education. During these six years there has been a change in local sex equity coordinators and therefore the benefits of the original inservice education and resource manual have diminished.

Need

Since 1) the staff of the Coordinating Board were attempting to achieve on a statewide basis, the true intent of equity programs (Sec. 222) by issuing RFP Category

1600 and 2) there are a great number of new local equity coordinators. There existed a need for a personnel development project that will assist in the improvement of sex equity programs on a statewide basis.

The Coordinating Board staff was aware of this need and proposed to meet this need by issuing the following Request for Proposals (RFP):

1200-C

Projects to improve equity programs in the state. Project objectives include: (1) developing materials or updating previously developed resource manual with input from the institutions' equity coordinators and (2) conducting six two-day regional workshops for dissemination of the manual's contents and information regarding joint planning with local partner human services agencies.

Response

The University of North Texas, with the assistance of Equity Coordinators from eight Texas public two-year postsecondary institutions, responded to the above stated need and RFP 1200-C with a proposed project.

The objectives of the proposed project were:

- A. Update the resource manual IMPROVING SEX EQUITY IN POSTSECONDARY VOCATIONAL/TECHNICAL PROGRAMS by adding new materials which shall include innovative practices developed and proven effective by public community and technical colleges in Texas.**
- B. Conduct six regional workshops designed for the professional improvement of postsecondary directors/coordinators of sex equity programs.**
- C. Disseminate the updated resource manual and innovative practices for achieving sex equity in postsecondary technical/vocational programs.**

Project Impact

As a result of this project, on a statewide basis, the following benefits have resulted.

- **Public two-year postsecondary institutions have been provided with a state of the art resource manual for use in eliminating sex bias in postsecondary technical/vocational education.**
- **More than 100 sex equity coordinators and supporting career counselors have developed skills and knowledge needed for the improvement of sex equity programs and providing access and support for students desiring to enter non-traditional occupations.**
- **Personnel from both secondary and postsecondary institutions responsible for sex equity have been provided an opportunity to plan for the articulation of secondary and postsecondary equity activities.**

II. PROCEDURES

The RFP priority statement, specifications, and evaluation criteria served as a guide for the development of the methodology to be achieved in meeting the goal of this project. The project goal as stated was: **To develop and conduct a series of regional workshops to prepare counselors, including academic and vocational counselors of all public community and technical colleges, for developing and implementing a comprehensive career development guidance program.**

By analyzing the project goal, specific objectives were identified to provide direction in attaining the stated project goal. The objectives for meeting the RFP priority statement and project goal were:

- A. **Update the resource manual IMPROVING SEX EQUITY IN POSTSECONDARY VOCATIONAL/TECHNICAL PROGRAMS by adding new materials which shall include innovative practices developed and proven effective by public community and technical colleges in Texas.**
- B. **Conduct six regional workshops designed for the professional improvement of postsecondary directors/coordinators of sex equity programs.**
- C. **Disseminate the updated resource manual and innovative practices for achieving sex equity in postsecondary technical/vocational programs.**

The procedures for achieving the project objectives and complying with the specifications stated in the Request for Proposal included nine major tasks.

A description of how the nine major tasks were performed is provided in the following narrative.

Task 1. Establish and Use a Project Advisory Committee (PAC)

The Project Advisory Committee (PAC) was created and used to obtain external input and expertise for the project. The PAC was composed of eleven (11) members and one (1) non-voting member (ex-officio). The twelve (12) member committee will include: 1) eight persons representing equity coordinators of a community/junior or technical college in each of the eight Higher Education Regions; 2) one representative from each of the following state human service agencies - Texas Employment Commission, Department of Human Services, and the Work Force Development Division of the Department of Commerce; and 3) one person from the Texas Higher Education Coordinating Board serving as Coordinating Board Advisor and ex-officio member. A list of proposed PAC members and institutional representations were presented in the Acknowledgements.

The PAC members served three major roles for the project: 1) as an advisory body to the project staff in conducting the project; 2) served as reviewers of the updates manual and made recommendations for workshop and conference topics, workshop and conference sites, conference presenters, and final project products; 3) made recommendations for new content in manual; and 4) assisted in the evaluation of the project. The minutes of the meetings of the PAC are presented in Appendix H.

Task 2. Conduct a search for new material and effective practices

When the first resource manual was developed in 1988, it was found that there was an abundance of material for removing sex bias and promoting enrollment in nontraditional vocational programs at the secondary level. There was very little

literature available for use at the postsecondary level for achieving sex equity in technical/vocational education. There was a need to conduct a review of the literature for materials and activities that could be used to improve postsecondary sex equity programs.

A review of previous research and development projects related to nontraditional occupations and nontraditional populations revealed that the greatest barrier for individuals, especially females, in selecting and entering nontraditional occupations is the lack of information. It had been determined that the success of any project designed to prepare or train individuals for nontraditional occupations relied on the degree to which the targeted population was informed about nontraditional occupations. The majority of females in our public two-year postsecondary institutions, due to the lack of factual information, steer clear of any opportunities to enter and participate in programs which prepare students for employment in any occupation which may be considered as nontraditional. In many cases counselors and other guidance personnel were unaware of the advantages and opportunities for females in nontraditional careers. Interviews with female apprentices (TEA sponsored project "Study of Equity in Texas Apprenticeship Programs") revealed that none of the females interviewed had been provided with information during their public education experiences that encouraged or assisted them in making a decision to seek training and employment in a nontraditional career.

The project staff conducted an informational search for existing materials related to nontraditional careers, removal of sex bias and sex stereotyping in education and work, planning for personal and career goals in nontraditional careers, and assertiveness

training. The materials were reviewed by the project staff for the purpose of determining what additional materials were needed. Materials which were needed and not available were developed by the Panel of Experts. The materials selected for use in updating the resource manual were determined from the review of the literature and input of the project staff and PAC members of the new informational needs of the students for selecting and succeeding in nontraditional careers.

New materials which were deemed to be needed were selected using criterion established by the project staff and approved by the PAC. The established criterion will include following:

- describes jobs which have been identified as nontraditional for females
- identifies barriers caused by sex bias and sex stereotyping
- presents information on careers that identifies jobs in high and low salary scales
- encourages students to plan for a realistic future
- encourages females to complete an Associate Degree or Certificate
- encourages females to consider the development of saleable skills while in college
- identifies available resources which support and enhance the participation of females in vocational programs or other job skill training opportunities

An information search was conducted to identify existing materials which support and encourage the participation of females in nontraditional occupations. Contacts will be made with the State Equity or Equal Access Coordinator in each of the fifty states.

An information flier was developed to create an awareness of the project and to encourage immediate responses to the requests for information.

In addition to identifying new materials (statistics, audio-video tapes) for updating the resource manual, a search was made in Texas to identify new and effective practices for achieving sex equity in postsecondary technical/vocational education.

During 1991-92 twenty-five public two-year postsecondary institutions were funded by the Coordinating Board to conduct model programs of sex equity. Directors of the twenty-five equity projects were requested to identify and report activities in their respective projects that were effective in promoting and achieving equity in technical/vocational education. The search for effective practices in sex equity in Texas was conducted using a reporting format similar to the one presented in Figure 1.

The project staff made a concentrated effort to collect and review all information related to the planning and implementing of quality programs and activities for achieving equity in postsecondary technical/vocational education. The identification and collection process involved several major components which included:

- 1) Comprehensive library search;
- 2) Contact of other state agencies governing postsecondary education;
- 3) Review of related conferences and research conducted under the auspices or sponsorship of the Department of Education;
- 4) Contact of publishers; and
- 5) Contacts with business and industry.

**AN EFFECTIVE PRACTICE FOR ACHIEVING EQUITY
IN TECHNICAL/VOCATIONAL EDUCATION**

Name of Program/Activity/Workshop:

Targeted Audience: (please check)

_____ Faculty _____ Students in Nontraditional Program
_____ Potential Tech/Voc Students _____ Counselors
Other: _____

Description:

Resources Used:

Average Cost Per
Person Served

\$ _____

Contact Person

Name: _____

Title: _____

Agency/Org.: _____

Address: _____

City, State, Zip: _____

Telephone: _____

*please indicate appropriate title (Dr., Mr.,
Ms., etc.)

The search for information was emphasized during the first four months of the project. A systematic procedure of information identification, retrieval, analysis, summarization, and storage was observed. The staff developed and reproduced summarization report forms that will include:

- 1) Title and source of document;
- 2) Type of document;
- 3) Synopsis of content as it relates to each objective and product of the project; and
- 4) For all article descriptions, further explication as to:
 - a. basic issues, concerns, and strategies addressed in relation to services provided at the local level;
 - b. strategies for the delivery of equity activities;
 - c. strategies for ensuring access to nontraditional vocational education by all students;
 - d. findings, conclusions, and recommendations;
 - e. linkages with other human services agencies providing services at the local level;
 - f. publicity;
 - g. evaluation procedure;
 - h. assessment of needs;
 - i. barriers to equity;
 - j. labor market information;
 - k. resources;
 - l. outreach;
 - m. curriculum; and
 - n. findings, conclusions, and recommendations.

The search for information and the identification of appropriate information sources was completed by conducting an on-line computerized search and library search.

The library search consisted of:

- 1) Screening of reports in ERIC, the Clearinghouse of Adult Education, the Federal Community Education Clearinghouse, and the National Technical Information Service;

- 2) A search of index files and check of documents to identify needs of special population students and strategies for the delivery of services to meet the identified needs;
- 3) Review of 1989-1992 issues of journals to locate appropriate articles; and
- 4) Review of bibliographic documents for the area of technical/vocational education in relation to equity and students in nontraditional programs.

The project staff contacted representatives of other organizations in an attempt to identify additional recent information sources. Other organizations and agencies who conduct or support equity activities as defined by Perkins to be contacted included:

- 1) The Texas Department of Commerce, Work Force Development Division;
- 2) The Texas Employment Commission;
- 3) The Texas Department of Human Services;
- 4) The National Center for Research in Vocational Education;
- 5) Texas Association of Post-Secondary Occupational Education Administrators; and
- 6) American Association of Community and Junior Colleges.

Appropriate individuals in each of these offices were informed of the project goals and asked to cite any recent literature which they might think helpful as well as additional resources available for achieving equity. Other areas of information sources were conferences and workshops related to equity achievement and sponsored directly or indirectly by the Department of Education. One example of such a conference was the National Vocational Association meeting in December, 1992. Knowledgeable persons who had been identified through the information search and those who had responded to

inquiries made by proposed project staff during the preparation of this proposal were contacted for additional information. The on-line searches were conducted using on-line data bases at the University of North Texas. A copy of the literature review can be found in the Appendix F of this report.

Task 3. Update Resource Manual Using a Panel of Experts

A Panel of Experts (POE) was used to assist the project staff in updating the resource manual. Four of the individuals who developed the original resource manual assisted in the update of the manual. To assist in developing activities that would facilitate articulation between secondary and postsecondary programs, a secondary equity coordinator, Ms. Ruth Wingo, was used as a consultant to the POE. With the approval of the PAC and the Coordinating Board Project Advisor, the members of the Panel of Experts as listed below worked in coordination with the Panel of Experts from a Texas Education Agency project to Improve Gender Equity.

POSTSECONDARY

Dr. Vickie Giesel
Tyler Junior College

Mr. Nick Cardenas
Bee County College

Ms. Lynda Barksdale
Amarillo College

SECONDARY

Ms. Margaret Lindsey
Austin ISD

Ms. Charlotte Bullard
Grayson Community College

Ms. Ruth Wingo
Region XII Education Service Center

Ms. Nettye Medlock
Wilmer Hutchins ISD

The use of the original developers of the manual was of great value to the project. Each of them had attempted to upgrade, annually, their individual copies of the manual.

After a review of the existing manual and the materials and information collected by the search, recommendations for updating the manual were prepared by the project staff and Panel of Experts (POE). Those recommendations were submitted to the PAC membership for review and approval. There were several changes in the Table of Contents (chapter headings) of the manual as well as in the content. A copy of the Table of Contents of the original manual is presented in Illustration 1. The "Role and Functions of the Sex Equity Coordinator" was added as a new chapter in the revised manual.

The Panel of Experts mutually agreed as to chapter(s) of the manual for which they would individually be responsible for updating. The chapters were reviewed and revised by the Panel of Experts for this manual. The "effective practices" obtained by the search for information (Task 2) were reviewed by the PAC. The POE selected the "effective practices" to be included in the manual. A draft of the manual was prepared and printed for validation. The manual was validated by the six regional workshops participants. At each workshop the participants were requested to make recommendations for deletions and additions of content in the manual. The manual was revised by staff using input obtained from the workshop participants. Specific recommendations and additions to the activities presented in the manual were added by the participants and are marked with an asterisk (*) in the respective activities. The comments as to use and appropriateness of the activities are presented in the Appendices of the manual. Approximately 140 copies of the manual were distributed.

ILLUSTRATION I

IMPROVING SEX EQUITY IN POSTSECONDARY
VOCATIONAL/TECHNICAL PROGRAMS:
A RESOURCE MANUAL

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ILLUSTRATION I

(Table of Contents for the 1988 Resource Manual)

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Task 4. Plan and Publicize Six Regional Workshops

The project and workshops was publicized by the use of a project flier. The flier addressed the targeted audiences by describing the processes and objectives of the project. Additionally, the flier alerted faculty and staff of postsecondary institutions and teacher education institutions about the project and proposed workshops. The flier was designed for mailing without an envelope. It was be a one colored page with green ink, 8-1/2" X 11", printed on both sides, with a tear sheet, and contained information which described the project and products including:

- 1) Project title (the project title will be placed two inches from the top of the center column);
- 2) Project staff and address and telephone number;
- 3) Federal funding source;
- 4) Purpose of project;
- 5) Objectives of project;
- 6) Brief description of the procedures to be utilized to achieve the objectives; and
- 7) Procedures for requesting additional information about the project, workshop sites and dates, and the date and location of the dissemination conference.

A copy of this flier is included in Appendix E of this report.

The workshop topics paralleled with the Table of Contents of the updated resource manual. The draft of the updated resource manual served the workshop participants as a compilation of workshop handouts along with additional handouts selected by the POE. A copy of the final draft of the manual is presented in Appendix

A. A copy of the additional handouts can be found in Appendix C of this report. The workshops were conducted by the project staff with the assistance of instructors (consultants). Representatives of partner human service agencies also assisted during the Austin Workshop, but other representatives of those agencies did not attend the additional five workshops.

The plan for conducting the six two-day workshops was prepared and submitted to the PAC for review and approval. The plan for the workshops included an invitation to secondary counselors and others responsible for equity activities at the secondary level. The participation of secondary personnel at the workshops facilitated an articulation of secondary and postsecondary equity programs and activities.

The workshops were organized, conducted, and evaluated by observing a workshop format which included:

- 1) Selection of workshop site;
- 2) Preparation of criteria for selection of participants;
- 3) Selection and invitation of participants;
- 4) Selection and notification of workshop presenters;
- 5) Finalization of agenda;
- 6) Preparation of workshop materials and procedures;
- 7) Conducting the workshop; and
- 8) Evaluation of the workshop.

The workshop sites were as centrally located as possible to all of the potential participants in each of the eight Higher Education Regions and easily accessible by air

transportation. The sites for the workshops included six of the Higher Education Regions including regions 1 (Tyler), 2 (Houston), 3 (Corpus Christi), 4 (Fort Worth), 5 (Austin), and 7 (Midland).

Before final selection of the site was made, hotels and postsecondary institutions will be contacted by telephone in order to obtain availability of lodging, when needed, and meeting rooms on the proposed dates of the workshop. During the same phone call, negotiations were made for other accommodations for the participants. The proposed site and facility were discussed with the CB Staff Advisor and PAC members before firm decisions were made. When final selection of the site and facility was made, contractual agreements with each facility was made to assure specified rates, meeting rooms, and other services to be provided for the project and participants. Assurances were obtained from the selected sites that all facilities were in compliance with Article 37 Accessibility of Meetings, Conferences, and Seminars To Persons With Disabilities. To assist in the assurances, the letters of notification to the selected participants. A copy of Article 37 was available to each facility with which negotiations were being conducted.

A basic agenda for each day of the workshops was prepared and sent to the CB Staff Advisor for approval or recommendations for approval. The agenda was finalized and prepared for inclusion with the letters of invitations to the proposed participants. A copy of a sample letter and the final Agendas are included on the following page.

SAMPLE LETTER

January 21, 1993

Dear Educator:

We are mailing you this reminder letter to inform you of several additional items. For the Equity Workshops listed below, we are in the process of obtaining approval for LPC (License Professional Counselor) credit for those who want/need it.

Houston Community College	February 4-5
Del Mar College, Corpus Christi	February 11-12
Austin Community College	March 4-5
Fort Worth	March 11-12
Midland College	April 7-8
Tyler	April 1-2

These workshops are for postsecondary and secondary educators responsible for gender equity programs and activities. A tentative agenda is on the back of this letter.

Also, for those who are interested, it will be possible for you to enroll in from one to three credit hours at the University of North Texas as a part of this workshop. This information and enrollment procedures will be explained at the workshops.

Remember to send in your registration form or call us at 817-565-4032 in order to assure you a set of materials at the workshop you attend.

Sincerely,

Jessie Teddlie
Project Facilitator

Enc: Enrollment card
Tentative Agenda

**AGENDA
TWO DAY WORKSHOP
IMPROVING GENDER EQUITY**

Day I

8:30 - 9:00	Registration/Coffee Pre-Workshop Survey
9:00 - 9:30	Introductions Overview of Program
9:30 - 10:00	Achieving Equity in Texas Schools-Video Presenter: Jessie Teddlie
10:00-10:45	The Equity Agenda - Introduction Challenge Demographics Mission Presenter(s): Postsecondary Counselor
10:45-11:00	Break
11:00-11:50	Awareness Understanding Barriers Need Presenter(s): Jessie Teddlie Postsecondary Counselor
11:50- 1:00	Lunch
1:00 - 1:30	Workforce Information Presenter: Jessie Teddlie
1:00 - 2:00	Planning for Equity Presenter(s): Jessie Teddlie Postsecondary Counselor
2:00 - 3:00	Career Development and Equity Counseling Recruitment Retention Presenter(s): Postsecondary Counselor
3:00 - 3:30	Evaluation/Close

**AGENDA
TWO DAY WORKSHOP
IMPROVING GENDER EQUITY**

Day II

8:30 - 9:00	Registration/Coffee
9:00 - 10:30	Strategies for Equity Recruitment Counseling Curriculum Administrators Teachers Public Relations Presenter(s): Jessie Teddlie Postsecondary Counselor
10:30-10:45	Break
10:45-11:30	Strategies/Activity Presenter(s): Jessie Teddlie Postsecondary Counselor
11:30- 1:00	Lunch
1:00 - 2:00	Resources Agencies Articles/Periodicals Books Videos Contacts Presenter(s): Jessie Teddlie Postsecondary Counselor
2:00 - 3:00	Joint Planning Presenter(s): Postsecondary Counselor
3:00 - 3:30	Post-Workshop Survey Evaluation/Close

Registration packets were prepared by the project staff. Included as part of the registration packets were name tags, final agendas, and carbon paper for providing input. In addition, materials to be used by the participants to provide written reaction to instructional materials were included as well as such items as forms for evaluating and making recommendations for improvement of future workshops and LPC and CEU credit forms. Ten hours for LPC and one CEU was granted for those making the request.

A registration table was maintained for one hour the first day of each of the workshop sessions. Registration packets were also be distributed during the registration process.

Prior to the workshop, each staff member was assigned specific responsibilities for conducting the workshop. Staff responsibilities included:

- 1) Setting up and holding registration;
- 2) Checking meeting room arrangements, water, handouts, and equipment needed for presentations;
- 3) Handling messages for staff, presenters, and participants;
- 4) Handling emergencies that may occur; and
- 5) Wrapping up the workshop - reports, evaluation, extra materials, and equipment disposition.

Evaluations of the workshop sessions were made using the evaluation format presented in Figures 2 and 3. Results of the evaluations were used to improve for the following workshops and in the preparation of the project evaluation report and the Final Report. A summary of the results of all of the workshops is found in Task 6.

PARTICIPANT EVALUATION FORM - SECOND DAY **IMPROVING GENDER EQUITY**

Site: _____

Date: _____

Completed by: _____

 Title/Position (not name)

Community/Junior College Participant _____

Local Education Agency (ISD) Participant _____

Service Delivery Area/PIC Participant _____

Other (Identify) _____

Directions: Please circle the number which best represents your reaction to the items listed below:

Content to Be Evaluated	Value of content to Participant					Presentation of Information				
	No Value			Very Valuable		Poor		Excellent		
	1	2	3	4	5	1	2	3	4	5
1. Strategies for Equity Comments: _____ _____	1	2	3	4	5	1	2	3	4	5
2. Activities Comments: _____ _____	1	2	3	4	5	1	2	3	4	5
3. Video Comments: _____ _____	1	2	3	4	5	1	2	3	4	5
4. Resources Comments: _____ _____	1	2	3	4	5	1	2	3	4	5
5. Joint Planning Comments: _____ _____	1	2	3	4	5	1	2	3	4	5

Any recommendations and/or comments may be made on the back of this page.

PARTICIPANT EVALUATION FORM - SECOND DAY **IMPROVING GENDER EQUITY**

Site: _____

Date: _____

Completed by: _____

Title/Position (not name)

Community/Junior College Participant _____

Local Education Agency (ISD) Participant _____

Service Delivery Area/PIC Participant _____

Other (identify) _____

Directions: Please circle the number which best represents your reaction to the items listed below:

Content to Be Evaluated	Value of content to Participant					Presentation of Information				
	No Value		Very Valuable			Poor		Excellent		
	1	2	3	4	5	1	2	3	4	5
1. Strategies for Equity Comments: _____ _____	1	2	3	4	5	1	2	3	4	5
2. Activities Comments: _____ _____	1	2	3	4	5	1	2	3	4	5
3. Video Comments: _____ _____	1	2	3	4	5	1	2	3	4	5
4. Resources Comments: _____ _____	1	2	3	4	5	1	2	3	4	5
5. Joint Planning Comments: _____ _____	1	2	3	4	5	1	2	3	4	5

Any recommendations and/or comments may be made on the back of this page.

Task 5. Develop a Cadre of Workshop Instructors

The cadre of workshop instructors were supported by presentations at the workshops made by representatives of partner human service agencies as referenced earlier in Task 4. There were, however, several of the Regional Equity Specialists from the Regional Education Service Centers who attended and participated in providing information to the workshop participants. Those Equity Specialists who attended and participated in the two-day workshops included the following:

Ms. Donna Bentley Region III ESC	Ms. Vita Canales Region II ESC	Ms. Marilyn Stone Region XVII ESC
Ms. Kim Dean Region XIV ESC	Ms. Geneva Day Region IX ESC	Ms. Sancy Purcell-Carter Region XVI ESC
Ms. Laine Horton Region X ESC	Ms. Carolyn North Region XVIII ESC	Ms. Melba Hartley Region XI ESC

The PAC and POE members nominated individuals to serve as the cadre. A minimum of five cadre were selected. The final cadre as approved and who could participate included Dr. Vickie Giesel, Mr. Nick Cardenas, Ms. Charlotte Bullard, and Dr. Jessie Teddlie. The cadre and other workshop presenters were convened for one day to be provided instructions related to providing workshop presentations using the instructional content of the draft resource manual.

Task 6. Conduct and Evaluate Workshops

Each of the workshops were conducted and evaluated in accordance with the workshop plan approved by the PAC in Task 4. As mentioned previously, the reactions of the workshop participants were used to finalize the resource manual. A summary

report of all of the workshop evaluations is presented on Table 1 found in Appendix B. The individual workshop evaluation summaries are presented on Tables 1 - 6 in Appendix B with a list of participants.

Task 7. Plan and Conduct a Statewide Dissemination Conference

The best form of dissemination of information is through personal contact. The dissemination of most of the resource manual content was done by personal contact during the six workshops. The content of the "Effective Practices" component of the manual could not appropriately be disseminated at the workshop by the individuals submitting the "effective practices" to the project. It was proposed that selected "effective practices" be presented by the respective institutions at a State Postsecondary Equity Conference conducted for postsecondary equity coordinators and supporting personnel. Those identified were asked to present their practices and, when they had the time and wished to, did provide sessions at the conference. The planning and conducting of the equity conference followed the same procedures used in Tasks 4 and 6 for the six regional workshops and included a flier, a copy of which can be found in Appendix E. The conference program is found in Appendix D.

The evaluations of the State Equity Conference For Postsecondary Institutions are presented in Appendix D and include summary data for evaluations of each session as well as evaluations of the conference as a whole. The major presentations at the conference were videotaped as was one 90 minute session and a copy of these tapes accompany this report.

Task 8. Evaluate the Project in Terms of Installation, Processes, and Products

The description of the plan and procedures for evaluating the project were listed as a major project task for the purpose of project management. The first purpose of the evaluation plan for this project was to obtain information as to the installation of the project. Second, the evaluation was to ensure that activities of the proposed Management Plan achieved the stated project objectives. The third purpose was, in a summative mode, to provide information on the project products.

To achieve these purposes, the project staff used a proven discrepancy evaluation model, which provided the following stages and content of evaluation:

Stages	Content
	Input-Process-Output
1. Installation	1. Installation Fidelity
2. Process	2. Process Adjustment
3. Product	3. Product Assessment

Program installation evaluation was an observation of project activity as it compares with the program standards for each task constituting stage one.

Process evaluation, stage two, enlisted the aid of program staff in flow charting the relationship between objectives and tasks.

Product evaluation, stage three, utilized the traditional experimental design to determine if the project achieved its objectives.

As each stage of evaluation was implemented, three dimensions were considered. These dimensions were input, process, and output. Basically, input variables consisted of resource allocations while process variables depicted the methodology. Output employed

three stages: installation, process, and product, that were considered in terms of input, process, and output variables. Application of the discrepancy evaluation model produced evaluative data for each stage - installation, process adjustment, and product assessment, for review by the Project Advisory Committee and the third party evaluator. The report of the third party evaluator, Dr. Darline Morris, is presented in Appendix G.

Task 9. Prepare and submit reports

In addition to the final project report and other reports required by the Coordinating Board, interim reports and interim deliverables related to project products were submitted by the principal investigator (project director) to the Coordinating Board project advisor and/or third party evaluator.

APPENDICES

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APPENDIX A
DATA FROM WORKSHOPS

Composite Evaluation of
Gender Equity Workshops
1993

The six (6) two-day workshops on Gender Equity were held in Houston (February 3-4); Corpus Christi (February 11-12); Austin (March 4-5); Fort Worth (March 11-12); Tyler (April 1-2); and Midland (April 7-8).

DAY ONE

<u>Content To Be Evaluated</u>	<u>Value of Content to Participant</u>	<u>Presentation of Information</u>
1. Video - Achieving Equity in Texas Schools	4.4	4.4
2. The Equity Agenda - Introduction	4.2	4.1
3. Awareness	4.2	4.2
4. Workforce Information	4.4	4.3
5. Video - The Tough New Labor Market	4.5	4.4
6. Planning	4.2	4.3
7. Career Development	4.2	4.2

Comments

1. Excellent visual tools for elementary, secondary, post-secondary audiences, even parents; Info covered was very informative; Good examples were displayed on what happens in the classroom; Excellent; Good video for educators to view; I have used these in a gender sensitivity seminar and it was not well received by the faculty; Very interesting; Did not see this; Would also be seen as cultural diversity video in my area; Are secondary counselors and teachers receiving this? ; Interesting; Every educator should see this!; Very little of this was new to me; Good for awareness; Good for us -- but not for classroom -- Students would not pay attention. This [session] was VERY good!; Very good; Larger TV monitor.

2. Presenter's style (informal), knowledgeable; Good -- addressed things we do that we don't think of as biased; Very good;; Many already working in the field are familiar with this info already; Overheads shown too quick[ly]; I learned a lot; Not here for this; Time was limited; Good audience participation.

3. Good graphic presentation -- more explanation of information would be helpful; This

workshop has made me more aware of how not to be biased because of sex; Very good; I was made more aware of how female students can be hindered by the system through ignorance; Presenter was poor -- too biased to be presenter -- judgments showed through; I learned a lot; Information was good but has some holes!

4. Excellent info!; Good projection for future jobs; Excellent; Great updated stats; Excellent ideas by Mrs. Teddlie; Very excellent information to allow me to share with my students; Good info, I look forward to sharing this.

5. A little long, but excellent info.; Great info. to share with students and instructional deans; Enjoyed it; Excellent video with the exception of the expert using "airline pilot talking with his sister who's a nurse"; Excellent quality and information; I enjoyed this realistic view of the LMD; Excellent video to present in the community; How true -- how true; Background to Dr. Hegmann was not visually appealing, content good, he has monotone voice; Very good!; Good film, I would like a copy!; Good; We need this at Region 18; Good for my audience -- how do I get it?; Good for us -- but not for classroom, students would not pay attention; Larger TV monitor; Excellent video; Good video -- a little slow at times; Marketplace; Great video, helpful at all levels.

6. More focus on role of administrators in making this happen!; Need more time for this; Excellent; Excellent presentation - clarity; I enjoyed information on how to plan for this new phenomenon; Very little seemed to be accomplished; I picked up some good ideas; Nicely planned -- fun; A bit dry; End of afternoon, rushed.

7. Excellent; Read too much; Presenter gave no new ideas -- ideas on what education is was limited; Very important information; Confusing info on student's interest and labor market demands; Good examples; Great to have notebook; End of afternoon, rushed.

General Comments: Would like time for sharing -- brainstorming ideas for use with students, faculty, staff, administrators, colleagues, etc!; Need for more interaction and networking to discover ways and examples and programs already out there; More variation and group interaction would create more interest; I really enjoyed this workshop -- I hope I can implement this information in all my presentations and career awareness activities; Thank you for all your help; Keep up the good work!; Each presenter did an outstanding job of getting the information on Gender Equity; I have not had an opportunity to go through all the info in the bag. But it looks great; Ask for more feedback/comments from participants -- Maybe we need to "circle" our chairs to encourage participation. I bet there are some great ideas floating out there; The workshop has been well put together with some really valuable information. I may need slowing down, it if takes an additional day, to cover all there is that needs to be disseminated; This day could have been much more interactive. I'm a believer in the "new Texas" (as described by TEA). Learning should be "student directed" and not "teacher directed."; Info was good for beginners; This will be an excellent resource for anyone beginning an equity plan;

DAY TWO

<u>Content To Be Evaluated</u>	<u>Value of Content to Participant</u>	<u>Presentation of Information</u>
1. Strategies for Equity	4.7	4.6
2. Strategies/Activities	4.8	4.7
3. Video	4.6	4.5
4. Resources	4.8	4.7
5. Joint Planning	4.4	4.3

Comments

1. Very helpful; Good information; Very good; Always appreciate good ideas; Thorough.
2. Great; Class participation added to the effectiveness; Very good activities, participant involvement; Good way to do this; Enjoyed the applied activities and handouts; Very good; Enjoyed the activity; Enjoyed hearing from everyone; Good group activity; Good to involve participants.
3. Would like to have seen more videos; Want to see more; Excellent!; Excellent; Excellent; Excellent; Lively! Just wish [we] had an opportunity to view more;
4. This is worth the manual to get this type of support; Jessie demonstrated extensive knowledge of resource data; Thank you!; Excellent; Excellent; Thanks for sharing; Great information; Very helpful !!; Excellent; Variety, comprehensive; Thanks for sharing; Great!
5. Need more interaction from participants; Strategies to establish partnerships; Very good; Good -- didn't have much time. Too much good info for too short a conference; Excellent; Good suggestions; [Good] considering she was given 20 minutes instead of her allotted time.

General Comments

Excellent -- finished packet will be GREAT!; Enjoyed the personalities and presentation of presenters, nice and informal -- Much work was done in preparation of this seminar and it SHOWS; Overall, Very Good Workshop! Price is RIGHT! Presentations were informative, relevant. Recommendations -- 1) Better job of advertisement -- many individuals still say they never received any announcement, 2) Use local/on-site facilitator -- This person can help with basic facility set-up, advertisement, 3) More descriptive flyer -- some who received the flyer said they didn't attend because they still

couldn't tell "what the workshop would cover or its relevance to their jobs or school." Thus, they missed some good information; Great information! Thanks. Hope to see you both again; Great Resources!; I thoroughly enjoyed this workshop on both days; Really enjoyed presentations by Jessie Teddlie. Very knowledgeable; Excellent but way too short on amount of time; The presentation overall was great, but I felt so rushed the second day particularly. Perhaps less personal examples/experiences (even though I found these illustrative and interesting) and more staying with the agenda; Next time could we use long tables to help keep track of all this material? Otherwise this was great. I think there should be yearly Equity Conferences so we can stay informed -- perhaps only one day as a follow-up each year. Thanks!; Again -- we wish we had more "learner directed" format; Wish I had this manual when I was first starting out, great resource; I'm glad I had the opportunity to be here; It is good to have such an intensive guide that has been developed in Texas, THANKS!; The information covered plus all of the additional material made this an excellent work shop; Great job -- THANKS!; I can't express how much I have learned and how much I enjoyed this workshop; All thorough explanations filled with concrete, practical examples.

Evaluation for Corpus Christi Workshop
February 11-12, 1993

DAY ONE

<u>Content To Be Evaluated</u>	<u>Value of Content to Participant</u>	<u>Presentation of Information</u>
1. Video - Achieving Equity in Texas Schools	4.3	4.2
2. The Equity Agenda - Introduction	3.8	3.6
3. Awareness	4.0	3.6
4. Workforce Information	4.3	4.0
5. Video - The Tough New Labor Market	4.3	4.2
6. Planning	4.1	4.2
7. Career Development	3.9	4.0

Comments

1. Good examples were displayed on what happens in the classroom; Excellent.
2. Very Good.
3. This workshop has made me more aware of how not to be biased because of sex; Very good.
4. Good projection for future jobs; Excellent.
5. Enjoyed it; Excellent video with the exception of the expert using "airline pilot talking with his sister who's a nurse."; Excellent quality and information..
6. Excellent; Excellent presentation - clarity.
7. Excellent; Read too much.

General Comments

Need for more interaction and networking to discover ways and examples and programs already out there; More variation and group interaction would create more interest; I really enjoyed this workshop. I hope I can implement this information in all my presentations and

career awareness activities. Thank you for all your help. Keep up the good work!; Each presenter did an outstanding job of getting the information on Gender Equity.

DAY TWO

<u>Content To Be Evaluated</u>	<u>Value of Content To Participant</u>	<u>Presentation of Information</u>
1. Strategies for Equity	4.5	4.5
2. Strategies/Activities	4.6	4.8
3. Video	4.9	4.5
4. Resources	4.6	4.6
5. Joint Planning	4.4	4.3

Comments

1. No comments given.
2. Good way to do this; Enjoyed the applied activities and handouts.
3. Excellent; Excellent.
4. Rxcellent.
5. Very Good.

General Comments

Great information! Thanks. Hope to see you both again; Great Resources!; I thoroughly enjoyed this workshop on both days; Really enjoyed presentations by Jessie Teddlie. Very knowledgeable.

Results of Pre-Test and Post-Test:

Pre-test	Average of 4.6 questions answered incorrectly.
Post-test	Average of 3.5 questions answered incorrectly,

Evaluation for Houston Workshop
February 3-4, 1993

DAY ONE

<u>Content to Be Evaluated</u>	<u>Value of Content to Participant</u>	<u>Presentation of Information</u>
1. Video - Achieving Equity in Texas Schools	5.0	5.0
2. The Equity Agenda - Introduction	4.6	4.3
3. Awareness	4.3	4.6
4. Workforce Information	4.3	4.6
5. Video - The Tough New Labor Market	4.6	4.3
6. Planning	4.0	4.3
7. Career Development	N/A	N/A

Comments

1. Excellent visual tools for elementary, secondary, post-secondary audiences, even parents; Info covered was very informative.
2. Presenter's style (informal), knowledgeable; Good -- addressed things we do that we don't think of as biased.
3. Good graphic presentation -- more explanation of information would be helpful.
4. Excellent info!
5. A little long, but excellent info.; Great info. to share with students and instructional deans.
6. More focus on role of administrators in making this happen!; need more time for this.
7. No comments.

General Comments

Would like time for sharing -- brainstorming ideas for use with students, faculty, staff, administrators, colleagues, etc!

DAY TWO

<u>Content to Be Evaluated</u>	<u>Value of Content to Participant</u>	<u>Presentation of Information</u>
1. Strategies for Equity	4.8	4.5
2. Strategies/Activities	4.8	4.7
3. Video	4.4	4.1
4. Resources	4.9	4.9
5. Joint Planning	4.3	4.1

Comments

1. Very helpful; Good information.
2. Great; Class participation added to the effectiveness; Very good activities, participant involvement.
3. Would like to have seen more videos; Want to see more; Excellent!
4. This is worth the manual to get this type of support; Jessie demonstrated extensive knowledge of resource data; Thank you!
5. Need more interaction from participants; Strategies to establish partnerships.

General Comments

Excellent -- finished packet will be GREAT!; Enjoyed the personalities and presentation of presenters, nice and informal -- Much work was done in preparation of this seminar and it SHOWS; Overall, Very Good Workshop! Price is RIGHT!, Presentations were informative, relevant. Recommendations -- 1) Better job of advertisement -- Many individuals still say they never received any announcement, 2) Use local/on-site facilitator -- This person can help with basic facility set-up, advertisement, 3) More descriptive flyer -- Some who received the flyer said they didn't attend because they still couldn't tell "what the workshop would cover or its relevance to their jobs or school." Thus, they missed some good information.

RESULTS OF PRE-TEST AND POST-TEST:

Pre-test	Average of 6.3 questions answered incorrectly.
Post-test	Average of 3.5 questions answered incorrectly.

Evaluation for Austin Workshop
March 4-5, 1993

DAY ONE

<u>Content To Be Evaluated</u>	<u>Value of Content to Participant</u>	<u>Presentation of Information</u>
1. Video - <i>Achieving Equity in Texas Schools</i>	4.1	4.2
2. The Equity Agenda - Introduction	4.2	4.3
3. Awareness	4.1	4.1
4. Workforce Information	4.1	4.6
5. Video - <i>The Tough New Labor Market</i>	4.3	4.2
6. Planning	4.1	4.2
7. Career Development	4.3	4.1

Comments

1. Good video for educators to view; I have used these in a gender sensitivity seminar and it was not well received by the faculty; Very interesting; Did not see this;
2. Many already working in the field are familiar with this info already; Overheads shown too quick; I learned a lot; Not here for this.
3. I was made more aware of how female students can be hindered by the system through ignorance; Presenter was poor - too biased to be presenter - judgements showed through; I learned a lot.
4. Great updated stats; Excellent ideas by Mrs. Teddlie; Very excellent information to allow me to share with my students.
5. I enjoyed this realistic view of the LMD; Excellent video to present in the community; How true - how true; Background to Dr. Hegmann was not visually appealing, content good, he has monotone voice; Very good!; Good film, I would like a copy!
6. I enjoyed information on how to plan for this new phenomenon; Very little seemed to be accomplished; I picked up some good ideas.

7. Presenter gave no new ideas - ideas on what education is was limited; Very important information; Confusing info on student's interest and labor market demands; Good examples.

General Comments

I have not had an opportunity to go through all the info in the bag. But it looks great; Ask for more feedback/comments from participants - Maybe we need to "circle" our chairs to encourage participation. I bet there are some great ideas floating out there; The workshop has been well put together with some really valuable information. It may need slowing down, if it takes an additional day, to cover all there is that needs to be desiminated.

DAY TWO

<u>Content To Be Evaluated</u>	<u>Value of Content To Participant</u>	<u>Presentation of Information</u>
1. Strategies for Equity	4.5	4.6
2. Strategies/Activities	4.5	4.6
3. Video	4.5	4.6
4. Resources	4.6	4.6
5. Joint Planning	4.4	4.5

Comments

1. Very good.
2. Very good.
3. Excellent.
4. Excellent; Thanks for sharing; Great information.
5. Good - didn't have much time. Too much good info in too short a conference.

General Comments

Excellent but way too short on amount of time; The presentation overall was great, but I felt so rushed the second day particularly. Perhaps less personal examples/experiences (even though I found these illustrative and interesting) and more staying with the agenda; Next time could we use long tables to help keep track of all this material? Otherwise this was great. I think there should be yearly Equity Conferences so we can stay informed - perhaps only one day as a follow-up each year. Thanks!

Results of Pre-Test and Post-Test

Pre-test	Average of 3.5 questions answered incorrectly.
Post-test	Average of 2.6 questions answered incorrectly.

Evaluation for Fort Worth Workshop
March 11-12, 1993

DAY ONE

<u>Content to Be Evaluated</u>	<u>Value of Content to Participant</u>	<u>Presentation of Information</u>
1. Video - Achieving Equity in Texas Schools	3.9	3.9
2. The Equity Agenda - Introduction	3.9	3.4
3. Awareness	3.7	3.9
4. Workforce Information	4.6	4.4
5. Video - The Tough New Labor Market	4.6	4.6
6. Planning	4.1	4.0
7. Career Development	4.0	3.9

Comments

1. Would also be seen as cultural diversity video in my area.
2. No comments.
3. No comments.
4. No comments.
5. No comments.
6. No comments.
7. No comments.

General Comments

This day could have been much more interactive. I'm a believer in the "new Texas" (as described by TEA). Learning should be "student directed" and not "teacher directed." Info was good for beginners. This will be an excellent resource for anyone beginning an equity plan.

DAY TWO

<u>Content to Be Evaluated</u>	<u>Value of Content to Participant</u>	<u>Presentation of Information</u>
1. Strategies for Equity	4.7	4.6
2. Strategies/Activities	4.7	4.6
3. Video	4.2	4.3
4. Resources	4.7	4.3
5. Joint Planning	3.8	3.6

Comments

1. Always appreciate good ideas.
2. No comments.
3. No comments.
4. No comments.
5. No comments.

General Comments

Again - we wish we had more "learner directed" format; wish I had this manual when I was first starting out, great resource.

RESULTS OF PRE-TEST AND POST-TEST:

Pre-test	Average of 3.3 questions answered incorrectly.
Post-test	Average of 1.6 questions answered incorrectly.

Evaluation for Tyler Workshop
April 1-2, 1993

DAY ONE

<u>Content to Be Evaluated</u>	<u>Value of Content to Participant</u>	<u>Presentation of Information</u>
1. Video - Achieving Equity in Texas Schools	5.0	4.7
2. The Equity Agenda - Introduction	4.7	4.6
3. Awareness	4.8	4.6
4. Workforce Information	4.5	4.2
5. Video - The Tough New Labor Market	4.8	4.9
6. Planning	4.6	4.8
7. Career Development	4.6	4.6

Comments

1. Are secondary counselors and teachers receiving this?; Interesting; Every educator should see this!
2. No comments.
3. No comments.
4. No comments.
5. Good.
6. Nicely planned -- fun.
7. Great to have notebook.

General Comments

None given.

DAY TWO

<u>Content to Be Evaluated</u>	<u>Value of Content to Participant</u>	<u>Presentation of Information</u>
1. Strategies for Equity	4.8	5.0
2. Strategies/Activities	5.0	5.0
3. Video	4.8	4.8
4. Resources	5.0	5.0
5. Joint Planning	4.7	4.7

Comments

1. No comments.
2. Enjoyed the activity; Enjoyed hearing from everyone.
3. Lively!; Just wish [we] had an opportunity to view more.
4. Very helpful !!; Excellent.
5. Excellent.

General Comments

I'm glad I had the opportunity to be here.

RESULTS OF PRE-TEST AND POST-TEST:

Pre-test	Average of 3.5 questions answered incorrectly.
Post-test	Average of 2.8 questions answered incorrectly.

Evaluation for Midland Workshop
April 7-8, 1993

DAY ONE

<u>Content to Be Evaluated</u>	<u>Value of Content to Participant</u>	<u>Presentation of Information</u>
1. Video - Achieving Equity in Texas Schools	3.8	4.4
2. The Equity Agenda - Introduction	4.3	4.3
3. Awareness	4.2	4.4
4. Workforce Information	4.5	4.2
5. Video - The Tough New Labor Market	4.2	4.0
6. Planning	4.0	4.1
7. Career Development	4.1	4.4

Comments

1. Very little of this was new to me; Good for awareness; Good for us -- but not for classroom -- Students would not pay attention. This [session] was VERY good!; Very good; Larger TV monitor.
2. Time was limited; Good audience participation;
3. Information is good, but has some holes!
4. Good info, I look forward to sharing this.
5. We need this at Region 18; Good for my audience -- how do I get it?; Good for us -- but not for classroom, Students would not pay attention; Larger TV monitor; Excellent video; Good video -- a little show at times; Marketplace; Great video, Helpful for all levels.
6. A bit dry; End of afternoon, rushed.
7. End of afternoon, rushed.

General Comments

None made.

DAY TWO

<u>Content to Be Evaluated</u>	<u>Value of Content to Participant</u>	<u>Presentation of Information</u>
1. Strategies for Equity	4.6	4.6
2. Strategies/Activities	4.9	4.7
3. Video	4.8	4.5
4. Resources	4.9	4.6
5. Joint Planning	4.5	4.5

Comments

1. Thorough.
2. Good group activity; Good to involve participants
3. comments.
4. Variety, comprehensive; Thanks for sharing; Great!
5. Good suggestions; [Good] considering she was given 20 minutes instead of her allotted time.

General Comments

It is good to have such an intensive guide that has been developed in Texas, THANKS!; The information covered plus all of the additional material made this an excellent work shop; Great job -- THANKS!; I can't express how much I have learned and how much I enjoyed this workshop; All thorough explanations filled with concrete, practical examples.

RESULTS OF PRE-TEST AND POST-TEST:

Pre-test	Average of 5.7 questions answered incorrectly.
Post-test	Average of 2.3 questions answered incorrectly.

University of North Texas

Certification of Professional Improvement

This certificate is awarded to

Yvette Villatoro

for completion of 10 clock hours of professional development on
March 4-5, 1993, in Austin, Texas,

on

Gender Equity

Bill E. Lovelace

Dr. Bill E. Lovelace
Project Director

56

Suzanne LaBrecque

Dr. Suzanne LaBrecque, Déan
School of Merchandising &
Hospitality Management

Jessie L. Teddlie

Dr. Jessie L. Teddlie
Instructor

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University of North Texas

School of Merchandising and
Hospitality Management

May 8, 1993

Ms. Yvette Villatoro
Austin Community College
4100 Ed Bluestein Blvd.
Austin, TX 78721

Dear Ms. Villatoro:

We appreciate your participation in the Gender Equity Workshop in Austin on March 4-5, 1993. We hope you can use the information presented to spread awareness of gender equity issues and nontraditional career choice.

If you want continuing education credit (CEU), you must send us a check for \$5.00 payable to the University of North Texas. We will get the forms, have them validated, and sent to you.

Enclosed is a certificate acknowledging your participation in the workshop. We hope to see you at the *Statewide Conference on Improving Equity in Career/Technical Education* to be held in Austin on **June 10-11, 1993**. The conference theme will be **"Workforce Access through Gender Equity Success" (WAGES)**. I have enclosed a brochure on the conference, and hope you will mark your calendars NOW, and be sure to attend this important meeting.

If you would like to make a presentation at the conference, we have enclosed a proposal form. Please return the form to us as soon as possible, indicating the topic you would like to present.

Again, thank you for helping make this project a success.

Sincerely,

Jessie L. Teddlie, Ph.D.
Project Facilitator

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APPENDIX B
WORKSHOP HANDOUTS

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**AGENDA
TWO DAY WORKSHOP
IMPROVING GENDER EQUITY**

Day I

- | | |
|--------------|---|
| 8:30 - 9:00 | Registration/Coffee
Pre-Workshop Survey |
| 9:00 - 9:30 | Introductions
Overview of Program |
| 9:30 - 10:00 | Achieving Equity in Texas Schools-Video
Presenter: Jessie Teddlie |
| 10:00-10:45 | The Equity Agenda - Introduction
Challenge
Demographics
Mission
Presenter(s): Postsecondary Counselor |
| 10:45-11:00 | Break |
| 11:00-11:50 | Awareness
Understanding
Barriers
Need
Presenter(s): Jessie Teddlie
Postsecondary Counselor |
| 11:50- 1:00 | Lunch |
| 1:00 - 1:30 | Workforce Information
Presenter: Jessie Teddlie |
| 1:00 - 2:00 | Planning for Equity
Presenter(s): Jessie Teddlie
Postsecondary Counselor |
| 2:00 - 3:00 | Career Development and Equity
Counseling
Recruitment
Retention
Presenter(s): Postsecondary Counselor |
| 3:00 - 3:30 | Evaluation/Close |

VIDEO SCREENING

Please check all of the video titles which you **HAVE** seen before.

- ☐ 1. CAREER SUCCESS-SOICC
- ☐ 2. MYTHBUSTERS
- ☐ 3. CHANGING CHANNELS
- ☐ 4. SEX EQUITY
- ☐ 5. A WOMAN'S PLACE
- ☐ 6. ENTREPRENEURSHIP FOR WOMEN: ESCAPE FROM THE PINK COLLAR GHETTO
- ☐ 7. SMART COOKIES DON'T CRUMBLE
- ☐ 8. A HERO IS MORE THAN JUST A SANDWICH
- ☐ 9. BREAKOUT
- ☐ 10. MEN ARE JUST DESSERTS
- ☐ 11. REACH FOR THE SKY
- ☐ 12. THERE'S NO SUCH THING AS WOMEN'S WORK
- ☐ 13. DREAM'S ALIVE: A LOOK AT NONTRADITIONAL CAREERS
- ☐ 14. YOUR CHOICE-YOUR FUTURE
- ☐ 15. WOMEN GET READY
- ☐ 16. SEX EQUITY - CAN IT WORK
- ☐ 17. GETTING READY
- ☐ 18. MEN TOMORROW
- ☐ 19. WORKFORCE 2000
- ☐ 20. A NEW BEGINNING
- ☐ 21. THE TOUGH NEW LABOR MARKET
- ☐ 22. FUTURES
- ☐ 23. USE THE LANGUAGE OF EQUALITY
- ☐ 24. FREE TO BE: BEYOND GENDER SOCIALIZATION
- ☐ 25. FABLE OF HE AND SHE
- ☐ 26. WHEN I GROW UP
- ☐ 27. KILLING US SOFTLY
- ☐ 28. THE IMPOSSIBLE DREAM
- ☐ 29. ON EQUAL TERMS
- ☐ 30. DREAMS OF FLYING
- ☐ 31. WOULD I WORK WITH ME?
- ☐ 33. WHY WORK
- ☐ 34. THE VIDEO GOE SERIES
- ☐ 35. I CAN
- ☐ 36. CAREERS FOR THE 21ST CENTURY
- ☐ 37. WOMEN: THE NEW POOR
- ☐ 38. WOMEN OF INFLUENCE

EQUITY PRE-TEST

The following pre-test should be taken before reading further or viewing the video.

1. What is gender stereotyping?
2. What is gender bias?
3. How do educators promote gender stereotyping and gender bias?
4. In what ways might gender stereotyping and gender bias affect students?
5. Other than educators, what other factors contribute to gender bias and gender stereotyping in the classroom?

- | | | | |
|---|---|-----|---|
| T | F | 6. | There is less stereotyping by teachers and counselors when advising female students enrolling in vocational courses than when advising male students. |
| T | F | 7. | When a teacher expects more females in a beginning reading class, they actually perform better than males. |
| T | F | 8. | Instructional materials showcase females in most of the stories, illustrations, occupations and biographies. |
| T | F | 9. | Bulletin boards can reinforce stereotyping and sex bias. |
| T | F | 10. | Females are often called upon to conduct housekeeping chores and perform <u>secretarial tasks</u> . |
| T | F | 11. | Males students are encouraged more by educators to enroll in courses in industrial technology and agriculture than are female students. |
| T | F | 12. | Teachers interact more with female students and provide them more opportunities to respond in class. |
| T | F | 13. | There is little difference in the level of questions asked of male and female students. |
| T | F | 14. | Males tend to receive more praise for following directions and completing their assignments neatly. |
| T | F | 15. | Females and males commonly receive the same punishment for misbehavior. |
| T | F | 16. | More males are sent to the principal's office than females for disciplinary reasons. |

- | | | | |
|---|---|-----|--|
| T | F | 17. | There is a greater tendency in girls to perceive negative feedback as a reflection of their inabilities. |
| T | F | 18. | Girls create more response opportunities for themselves in the classroom. |
| T | F | 19. | Boys are more likely to disrupt the teacher to get attention in class than are girls. |
| T | F | 20. | Boys are rewarded for assertive behavior in the class while girls are discouraged from such behavior. |
| T | F | 21. | Teachers call on females more frequently and allow them to dominate in discussions and in the use of classroom material. |
| T | F | 22. | When working with a problem-solving experience, the teacher is more likely to call on a male student for the solution. |
| T | F | 23. | When providing both male and female students extended directions and detailed instructions so they can do things for themselves, teachers treat males and females equally. |
| T | F | 24. | Females are more likely than males to exhibit learned helplessness. |
| T | F | 25. | Boys are more likely to blame poor performance on lack of ability rather than a lack of effort. |

EQUITY POST-TEST

The following pre-test should be taken before reading further or viewing the video.

1. What is gender stereotyping?
 2. What is gender bias?
 3. How do educators promote gender stereotyping and gender bias?
 4. In what ways might gender stereotyping and gender bias affect students?
 5. Other than educators, what other factors contribute to gender bias and gender stereotyping in the classroom?
-
- | | | | |
|---|---|-----|---|
| T | F | 6. | There is less stereotyping by teachers and counselors when advising female students enrolling in vocational courses than when advising male students. |
| T | F | 7. | When a teacher expects more females in a beginning reading class, they actually perform better than males. |
| T | F | 8. | Instructional materials showcase females in most of the stories, illustrations, occupations and biographies. |
| T | F | 9. | Bulletin boards can reinforce stereotyping and sex bias. |
| T | F | 10. | Females are often upon conduct housekeeping chores and perform secretarial tasks. |
| T | F | 11. | Males students are encouraged more by educators to enroll in courses in industrial technology and agriculture than are female students. |
| T | F | 12. | Teachers interact more with female students and provide them more opportunities to respond in class. |
| T | F | 13. | There is little difference in the level of questions asked of male and female students. |
| T | F | 14. | Males tend to receive more praise for following directions and completing their assignments neatly. |
| T | F | 15. | Females and males commonly receive the same punishment for misbehavior. |
| T | F | 16. | More males are sent to the principal's office than females for disciplinary reasons. |

- | | | | |
|---|---|-----|--|
| T | F | 17. | There is a greater tendency in girls to perceive negative feedback as a reflection of their inabilities. |
| T | F | 18. | Girls create more response opportunities for themselves in the classroom. |
| T | F | 19. | Boys are more likely to disrupt the teacher to get attention in class than are girls. |
| T | F | 20. | Boys are rewarded for assertive behavior in the class while girls are discouraged from such behavior. |
| T | F | 21. | Teachers call on females more frequently and allow them to dominate in discussions and in the use of classroom material. |
| T | F | 22. | When working with a problem-solving experience, the teacher is more likely to call on a male student for the solution. |
| T | F | 23. | When providing both male and female students extended directions and detailed instructions so they can do things for themselves, teachers treat males and females equally. |
| T | F | 24. | Females are more likely than males to exhibit learned helplessness. |
| T | F | 25. | Boys are more likely to blame poor performance on lack of ability rather than a lack of effort. |

PARTICIPANT EVALUATION FORM - FIRST DAY IMPROVING GENDER EQUITY

Site: _____

Date: _____

Completed by: _____

Title/Position (not name)

Community/Junior College Participant _____

Local Education Agency (ISD) Participant _____

Service Delivery Area/PIC Participant _____

Other (identify) _____

Directions: Please circle the number which best represents your reaction to the items listed below:

Content to Be Evaluated	Value of content to Participant	Presentation of Information
	No Value 1 2 3 4 5	Very Valuable 1 2 3 4 5
1. The Equity Agency - Introduction Comments: _____ _____	1 2 3 4 5	1 2 3 4 5
2. Video - Achieving Equity in Texas Schools Comments: _____ _____	1 2 3 4 5	1 2 3 4 5
3. Awareness/Workforce Information Comments: _____ _____	1 2 3 4 5	1 2 3 4 5
4. Awareness-Activities Comments: _____ _____	1 2 3 4 5	1 2 3 4 5
5. Video Comments: _____ _____	1 2 3 4 5	1 2 3 4 5
6. Career Development Comments: _____ _____	1 2 3 4 5	1 2 3 4 5
7. Closure Comments: _____ _____	1 2 3 4 5	1 2 3 4 5

**PARTICIPANT EVALUATION FORM - SECOND DAY
IMPROVING GENDER EQUITY**

Site: _____

Date: _____

Completed by: _____

Title/Position (not name)

Community/Junior College Participant _____

Local Education Agency (ISD) Participant _____

Service Delivery Area/PIC Participant _____

Other (identify) _____

Directions: Please circle the number which best represents your reaction to the items listed below:

Content to Be Evaluated	Value of content to Participant					Presentation of Information				
	No Value			Very Valuable		Poor		Excellent		
	1	2	3	4	5	1	2	3	4	5
1. Strategies for Equity Comments: _____ _____	1	2	3	4	5	1	2	3	4	5
2. Activities Comments: _____ _____	1	2	3	4	5	1	2	3	4	5
3. Video Comments: _____ _____	1	2	3	4	5	1	2	3	4	5
4. Resources Comments: _____ _____	1	2	3	4	5	1	2	3	4	5
5. Joint Planning Comments: _____ _____	1	2	3	4	5	1	2	3	4	5

Any recommendations and/or comments may be made on the back of this page.

DIGEST

NO. 110

ERIC

Full Text Provided by ERIC

Balancing Work and Family Life

by Sandra Kerka

1991

EDO-CE-91-110

The myth that family and work occupy separate spheres is fast fading in the face of tremendous demographic and economic changes (Voydanoff 1984). Smaller families, increasing numbers of working women, nontraditional family patterns, and changing values are spurring a growing awareness of the interdependence of work and family life. Although the composition of the labor force and family structures have changed rapidly, attitudes and institutions have been slower to evolve. Many workplace rules and practices remain based on a male, single-earner work force, and many families still act under role-sharing assumptions based on the presence of full-time homemakers, despite the fact that fewer than 7 percent of families fit that model.

For many people, the conflict between these assumptions and reality necessitates finding better ways to balance home and career. This concern is not a gender issue but one that affects all people as they make life and career choices. Gender equity cannot be achieved until "society recognizes the importance of work and family roles for both women and men" (*Vocational Education Journal* 1989, p. 27).

Career and vocational educators as well as employers face the challenge of preparing people with the attitudes and skills needed for successful integration of work and family life. The field of home economics recognizes the importance of work-family issues in its mission statement, which notes that home economics education prepares youth and adults for both the work and family spheres and focuses on their interrelationship (*Vocational Education Journal* 1989). This *ERIC Digest* looks at some programs and practices in secondary home economics and career development and counseling for adults that deal with this subject. Essential curricular elements and strategies are highlighted, and benefits for individuals, employers, and society are identified.

Essential Elements for Life/Career Planning

Two theoretical concepts underlie many existing approaches to the family-career connection: developmental stages and systems theory. Recognition of the developmental stages of careers, families, and individuals provides a better understanding of the stresses and conflicts arising from various roles, especially when high-demand stages of two roles occur simultaneously (Miller 1986). Systems theory emphasizes the interrelatedness of individual, career, and family and identifies how satisfaction or dissatisfaction in one area affects the others (Schneider 1990).

Ideally, life and career planning should be taught as a unit, and examples from consumer/homemaking education show that middle school is not too early to begin (*Vocational Education Journal* 1989). As people progress through the different stages of their multiple roles, reexamination of life/career issues is beneficial either in formal courses, seminars and workshops, or counseling situations in higher education and adult settings.

Ten critical choices affecting the work-family balance are as follows (*Vocational Education Journal* 1989, pp. 28-30):

1. Choosing to view work and family life as interconnected
2. Selecting a satisfying career
3. Choosing a career with day-to-day flexibility
4. Choosing a career with adequate salary potential
5. Deciding upon the right partner and time to marry
6. Deciding whether and when to have children and how to provide child care
7. Choosing a job with potential
8. Determining priorities at home and at work
9. Obtaining the necessary training for a career
10. Choosing to take control of one's life

These decisions can be addressed in the choice and sequence of topics for a life/career planning course. The following list of important topics for a life/career planning course is a synthesis of a number of program examples and curriculum guides (*Adult and Family Living* 1990; *Family and Career Transitions Resource Guide* 1989; *Family Life and Worker Productivity* 1986; *Individual and Family Life* 1989; Kaser and Frazier 1989; Miller and Weeks 1985; *Vocational Education Journal* 1989):

- Interdependence of individual, family, and career systems
- Developmental stages of individual, family, and career
- Values, realistic expectations, and priorities
- Career and life-style choices
- Coping with multiple roles
- Sex roles and sex stereotypes
- Parenthood/family life education
- Child care and elder care options
- Managing time, a household, money, stress, and change
- Using resources and developing support systems
- Dual career and single parent/displaced homemaker issues
- Cultural differences in family-work attitudes

In addition to these specific subjects, many family-work curricula emphasize the usefulness of transferable skills. Certain similarities between the home and the workplace--in structure and organization and tasks--indicate that some skills are useful in both areas (Miller and Weeks 1985):

- Critical thinking
- Decision making
- Problem solving
- Goal setting
- Creativity
- Communication
- Conflict resolution
- Negotiation

Junior/Senior High School Programs

New York State's approach to the reform of the general curriculum recognizes the value of teaching both career and family skills (*Vocational Education Journal* 1989). Since 1986, seventh and eighth graders have been required to take a course in Home and Career Skills in which the emphasis is on learning to learn and thinking skills. Students become aware of a

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...and where both men and women take care of the children, go to the market, and go to work" (p. 46).

Iowa State University researchers tested 37 lesson plans on balancing work and family in grades 10-12. They found that students' knowledge of work and family concepts increased and more realistic attitudes about the future were developed. The curriculum was considered appropriate for home economics, career education, business education, cooperative education, and other occupational areas. One important feature is a lesson on federal legislation supporting work and family life, making students aware of the effects of public policy and preparing them for advocacy roles as citizens (*Vocational Education Journal* 1989, pp. 34-35).

Juggling Lessons: Programs for Adults

The Career Center at Florida State University infused work-family information into an existing career planning course. The experiential exercises dealing with sex roles, marriage and family, and career planning were integrated within a conceptual framework based on systems theory. More recognition of dual career issues and awareness of family and work responsibilities were apparent after the course (Gerken, Reardon, and Bash 1988).

If people manage to get through high school and college without learning critical skills for balancing work and family, there is still hope. The curriculum developed by the Minnesota Vocational Education Work and Family Institute has been adapted for technical institute and community college classrooms and workplace seminars. Customized seminars for other businesses improved morale, team spirit, and efficiency and led two corporations to sponsor working parent resource centers in Minneapolis and St. Paul that offer reference materials, consultation, and classes (*Vocational Education Journal* 1989, pp. 36-39).

The Benefits of Balance

Work and family roles are both central to the personal identity and life experiences of adults. Educators, employers, and society can all help individuals harmonize those roles in their lives. Supportive educational strategies, employment practices, and public policies are those that enhance opportunities for children to develop well, expand opportunities for men to carry out their role in the family, and increase opportunities for women to participate fully in the labor force and society (Voydanoff 1984).

The benefits of successfully combining work and family roles for individuals, employers, and society include the following:

- Improved quality of life and mental health
- Greater individual contributions to the well-being of society
- Increased productivity
- A wider pool of competent employees, averting projected labor shortages

- Better employee morale and less turnover
- More aware and informed citizens who can have a constructive influence on public and private institutions
- A more holistic upbringing for children

In addition to the resources cited here, the ERIC database contains other examples of local, state, and federal family work programs.

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Women in Nontraditional Careers

Setting Them Up To Succeed

by Laurie Stenberg and Jerry Tuchscherer

Women continue to join the labor force in ever-increasing numbers. Like men, women today can expect to enter the work force in their early 20s and remain there for at least 30 years.

Today's labor pool is made up of 45 percent women and 55 percent men, but demographers predict that by the year 2000 those numbers will be equal. Four out of five women between the ages of 25 and 34 will be in the labor force by 2000, according to the U.S. Bureau of Labor Statistics. And like men, those women will be working because they depend on the paychecks.

The majority of females are still doing what has traditionally been considered "women's work": clerical, sales, service, health care and assembly-line jobs. Statistics indicate that the situation is changing, but very slowly. A scant nine percent of working women are in jobs considered to be nontraditional for women.

Idaho's proactive approach

The equity office of Idaho's Division of Vocational Education has taken a progressive approach by encouraging women to pursue programs traditionally dominated by men. Three years ago the agency established the Nontraditional-by-Gender Scholarship to provide financial assistance to women and men who enrolled in vocational programs with limited representation from their gender.

During the fall of 1990, 71 female scholarship recipients participated in a



Photo courtesy of Idaho's Division of Vocational Education

survey on their vocational training, reasons for pursuing it, current job/educational status, satisfaction with their training and job and perceptions of workplace barriers or discrimination.

The experiences of these token "non-

traditional" women are very intriguing. One such individual venturing into uncharted territory was Jeanette Burke-Holst. In 1988 she was a divorced mother of two young children working as a travel agent. Seeking a new career to boost her



An Idaho survey of women entering non-traditional job fields revealed what preparation and assistance they need to succeed.

income and work satisfaction, Burke-Holst enrolled in a chemical laboratory technician program at Eastern Idaho Technical College.

Today, Burke-Holst is an environmental biotechnology lab technician doing analytical work in the area of bioremediation, which involves using bacteria to degrade chemicals. "I'm very happy," she says. "I had always wanted to be a scientist, but did not have the resources to pursue a college degree. The training I received was very beneficial."

Burke-Holst is similar to many women who belie cultural stereotypes. According to the Idaho Division of Vocational Education profile of the 71 women pursuing nontraditional programs, their average age was 32. They are predominantly white and have one or two children, 40 percent are divorced, 38 percent are married and 20 percent are single.

In all, the Idaho state survey identified 15 vocational-technical education programs in which women were participating: Business machine technician, cabinet making, chemical technician, computer science, drafting, electronic service technician, health physics, hospitality management, law enforcement, machining technician, nuclear security, printing technician, process technology, refrigeration, water wastewater treatment.

While motivations for following a non-traditional career varied, better pay and more challenging work were the top reasons listed by the women in the Idaho study.

About their employment

Nearly one-half of those who responded to the Idaho survey in 1990 are employed either full- or part-time today. One-third are still enrolled in a vo-tech program and the remainder are unemployed or full-time homemakers.

In all, 25 job titles—ranging from secretary to deputy sheriff to heavy equipment operator—were identified.

Satisfaction with current employment was assessed using 10 specific criteria such as salary, job security and safety. Findings indicate high job satisfaction among these working women.

Of the many variables investigated, working in the field for which they were trained and salary were the most powerful in predicting job satisfaction.

All jobs present a challenge from time to time. For women entering nontraditional fields, however, the "invisible walls" may be higher. The major barriers women in the study identified were "few jobs at my level," "no jobs locally" and "too little training."

Significantly, health, physical ability to

do the job and employer preference for male employees were not perceived as problems by the female workers, while overt discrimination was not experienced, subtle cultural and social barriers appeared to be a factor. Commented one woman, "I love my work, but there's loneliness. I'm not one of the secretaries, but I'm not quite one of the boys. It evolved into a unique relationship."

Essential elements of success

This study suggests these important implications to administrators, counselors, educators, program planners and anyone involved in recruitment:

■ **Women need to be fully informed about any and all jobs in which they may be interested.**

They need to find out what the conditions will be like and what to expect—including realistic entry-level and salary potential. Local and regional availability also should be explored. Lack of information was cited as a barrier.

■ **Support groups and peer advisors are necessary.**

Because many of the women allude to covert social barriers, this issue should be addressed up front.

One strategy for women to find out how others have overcome these barriers is to interview female professionals about their experiences. Shadowing is an even more effective approach. A woman in a training program is matched up with a professional working in the field she hopes to get into and accompanies her through one or more work days. The trainee learns first-hand how a counterpart in the field overcomes these "unique relationship" problems.

Nontraditional workers will require comprehensive, lifelong learning activities and opportunities aimed at preventing alienation in the workplace. Attitudes of spouses, family members and peers will influence the outcome of nontraditional careers as well. Counselors, teachers and administrators should be aware of the individual's need for system support when leaving the training program.

A woman's own perceptions about her position in a nontraditional workplace play a tremendous role in determining whether she remains there. A woman's

lecting a career as a mechanic, for example, may have received the approval and support of her family and teachers at age 20. By age 30, however, the diminishing support of family and peer groups, combined with the demands of the workplace, often will cause her to question that choice.

■ Placement is critical.

Simply enticing them into vo-tech programs for nontraditional careers through scholarships will not achieve the goal of getting women into those fields; if placement assistance is not also offered.

Some schools are increasing these efforts. Local and federal dollars are being spent to hire employment specialists to place and support all students, especially nontraditional students.

Vocational education always has had work experience as part of its programs. Cooperative education and internships are often the primary pool from which business and industry select employees.

Yet another way to address placement is to structure class activities that require contact with employers. Beyond shadowing, mentoring programs can provide an ongoing relationship between a trainee and a professional who agrees to serve as a permanent source of advice.

Opportunities such as these are often referred to as exploratory participation. Not necessarily for pay, the exploratory experience is primarily intended to provide students with the chance to more fully understand the work setting and work life in the fields they are preparing to enter. These opportunities may be even more valuable to women entering nontraditional fields as they cannot usually rely on their peer group, family or community for this kind of information.

■ Career fairs and on-campus interviews can help.

Both these arenas for student-employer contact are on the increase across the country. Some career fairs are even being designed exclusively around a nontraditional career theme.

Employers also are moving toward the "key school" concept, in which companies select schools at which to concentrate their recruiting efforts.

■ Business-labor-education partnerships are needed.

Nontraditional Success Stories

Many women ultimately will benefit from Idaho's Nontraditional-by-Gender Scholarship program. Below are five of the success stories:

Diana Griffin is 34 years old, married and has three children. She completed a business machine technology program where she studied business machines, computers and basic electronic repair. Griffin was employed as a field service technician, repairing fax machines and copiers.

...

Twenty-one-year-old **Holly Morris** is an electrical draftsman. She learned her trade in a drafting technology program where she was one of three women in a class of 22 students. Her classes emphasized mechanical, architectural, civil and structural drafting. After her schooling, Morris was employed full time as an electrical draftsman working mainly with power substations.

...

Maintaining a 4.0 grade point average, 40-year-old **Ellen Sheffield** completed her vocational program in water/wastewater treatment. She now oversees pretreatment procedures of water for domestic use as well as sewage treatment so it can be discharged into rivers.

...

Dianna Knadel is the only Native American and the only woman in an electronic technician program. Recently divorced, Knadel, 34, decided to pursue a career in electronics and was in her second year of the electronic service technology program at the time of the Idaho study.

...

Barbara Handy, 33, is a detention officer and patrol-dispatcher, for which her vocational law enforcement program prepared her. A divorced mother of one grade schooler, she has worked in the field for six months and says she is very happy doing what she was trained to do.

The Perkins Act funds apprenticeships to bring business and organized labor into the classrooms. President Bush's America 2000 plan calls for more community involvement in decisions affecting the education of both youth and adults.

In bringing education and the marketplace together, the potential exists to highlight nontraditional career opportunities for women. By following this course conscientiously, business and industry could enlighten educators and students as to the potential women have in careers once considered to be for men only.

■ Career guidance and counseling must continue.

Career counselors from elementary through postsecondary education need to emphasize the wide range of opportunities available to women in the work world. Career counseling needs to be a continual, integrated process in our school systems—not just sporadic events throughout the school year or in the vo-tech training program.

The greatest significance of the Idaho

study is the light it has shed on the need for continuing guidance and support of women once they have completed their education and entered career fields that have traditionally been off-limits to them.

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Teen pregnancies

Dollar costs high; moral costs higher

A newly released report that reveals a dramatic increase in pregnancies among Southern teen-agers during the past five years emphasizes the situation's economic costs to society, and the bill is truly staggering.

The report reflected findings of a study conducted by the Southern Regional Project on Infant Mortality, covering 17 states and indicating with frightening clarity that the teen pregnancy situation has reached critical mass throughout most of the affected region.

It found a 16-percent increase in teen-age pregnancies between 1986 and 1990. During that period, adolescent child-bearing increased from 38.4 births per 1,000 girls, aged 15 to 17, to 44.6 births per 1,000. The economic implications of such a situation are obvious. A national survey has indicated that 53 percent of families on welfare got there because of teen-age pregnancies.

The Southern study shows that public expenditures associated with teen-agers becoming mothers climbed from \$3.6 billion in the 17-state region in 1987 to \$5.7 billion in 1991. That's a 60-percent increase, with the money going for such programs as Medicaid, Aid to Families with Dependent Children and food stamps.

The report said that Texas' share of the bill amounts to \$754 million a year, but most state experts say that the real

figure is much higher, perhaps more than \$1 billion annually.

Whatever the true figure, the impact on Texas is mind-boggling. This state ranks second nationally in total births to girls 19 and younger and is tied for second nationally in the birthrate per 1,000 girls aged 15 to 17.

A startling statistic indicates how we achieved that dubious rating: Somewhere in Texas, a teen-ager is having a baby every 11 minutes.

There is certainly nothing wrong with looking at the teen pregnancy situation from an economic viewpoint, but there is a far more costly toll involved here, one that cannot be measured in dollars in cents. It revolves around moral and ethical values, and American society cannot continue to sidestep those issues.

It does little good to wring our hands and decry the situation. What's needed, immediately, is an urgent commitment at all levels, public and private, to provide children — and that's what teen-agers are — with the facts they need to prevent pregnancies.

But even that won't accomplish the goal if we don't experience a moral and ethical rejuvenation in this country. Young people must be taught that there are serious consequences for irresponsible actions. Without such lessons, children will continue to bear children, and the crisis will grow uglier and costlier.

Gender equity is fair and just treatment of individuals, which allows them to:

- **choose educational programs and careers,**
- **enter programs and careers according to their needs, informed interests and abilities, and**
- **participate fully in, and to benefit from, those programs without regard to their gender.**

The promotion of gender equity in education programs involves creating an educational environment that helps students free themselves of limiting sex role expectations and fosters preparation for future family and work roles.

Source: Barbara A. Bitters, 1989, Wisconsin Department of Public Instruction.

Major Trends Affecting Tomorrow's Workforce

The Number of Workers Will Fall

The Average Age of Workers Will Rise

More Women Will Be on the Job

One-Third of New Workers will be People of Color

There Will Be More Immigrants

Most New Jobs Will Be In Services and Information

New Jobs Will Require Higher Skills

Challenges For Business will be Immense

A Lot Hasn't Changed

Many women still perceive their role in the workforce as secondary to men's, so do many men.

Many women and men view women's involvement in the workforce as temporary.

Men and women still face internal and external barriers to nontraditional work.

The wage gap has not changed significantly.

The status of minority workers has not changed significantly.

GOALS OF VOCATIONAL SEX EQUITY IN SCHOOLS

1. To protect students' rights to an equal education free of discrimination on the basis of their sex. In Wisconsin, the Pupil Nondiscrimination statute (S. 118.13) protects students on the basis of sex as well as race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, and physical, mental, emotional or learning disability classifications. The administrative rule (PL 9) for this statute includes bias, stereotyping and pupil harassment as forms of discrimination.
2. To help students free themselves from limiting, rigid, sex role stereotypes and sex bias.
3. To assist students to explore and participate in a broader range of educational programs and activities leading to:
 - A. greater educational achievement
 - B. multi-cultural awareness and respect for diversity
 - C. nontraditional, new and emerging, and technical occupations
 - D. higher wage and higher benefit occupations leading to economic self-sufficiency, especially for females
 - E. more satisfying occupations and careers.
4. To help students understand, think about, and prepare for a future characterized by change and diversity, especially in male and female life roles, relationships, and careers.
5. To educate students about personal and social problems that have been caused by rapid social and economic changes, by traditional socialization of males and females, or which disproportionately affect girls and women or other groups having minority status.

Source: Barbara Bitters, 1990, Wisconsin Department of Public Instruction

Workplace Success Also Depends On:

Healthy self image

Job satisfaction - good career decisions - ongoing

Perception of relationship to workplace (length of time, level, opportunity)

Ability to access the job market, negotiate or bargain for decent wages, make the most of opportunity

Recognition of importance of life long learning, upgrading, retraining

Ability to make most of changing circumstances

Ability to deal with gender and race role changes and conflicts, including harassment and discrimination (knowledge of laws, grievance procedures)

Ability to accept people in a variety of positions regardless of race, sex, etc.

Ability of individuals, employers, and educational institutions to provide supportive structures to help employees combine job/career and family

Success in Workplace Depends On:

Occupational skill level

Assertive life skills

Communication

Human relations

Computer literacy

Problem solving

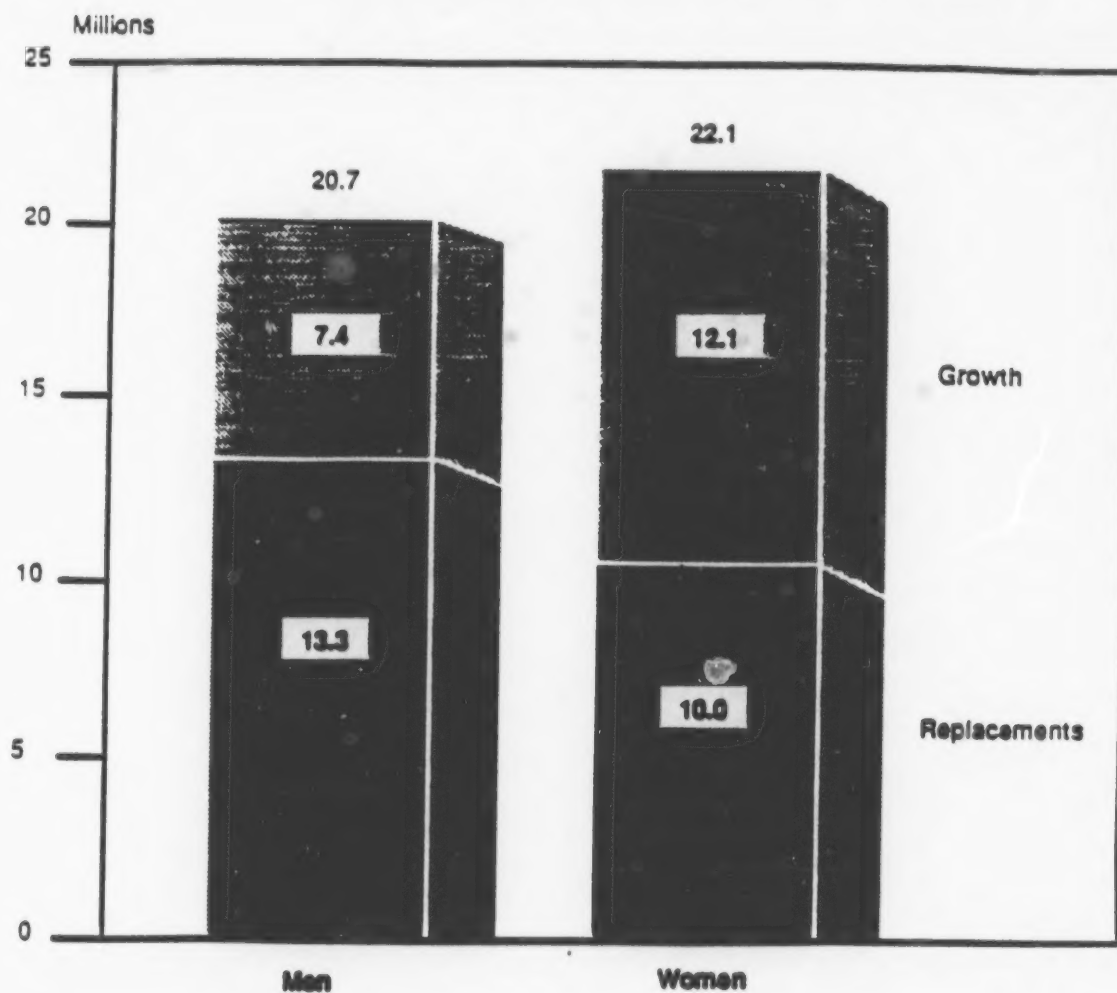
Basic math, science, foreign language

Initiative taking

assertiveness

decision making abilities

U.S. Labor force entrants by sex, 1988-2000



SOURCE: Bureau of Labor Statistics

Figure 8.2

**Percent Distribution and Median Earnings
of Males and Females aged 35-54 by Occupation
Year round Full time Workers in the U.S.**

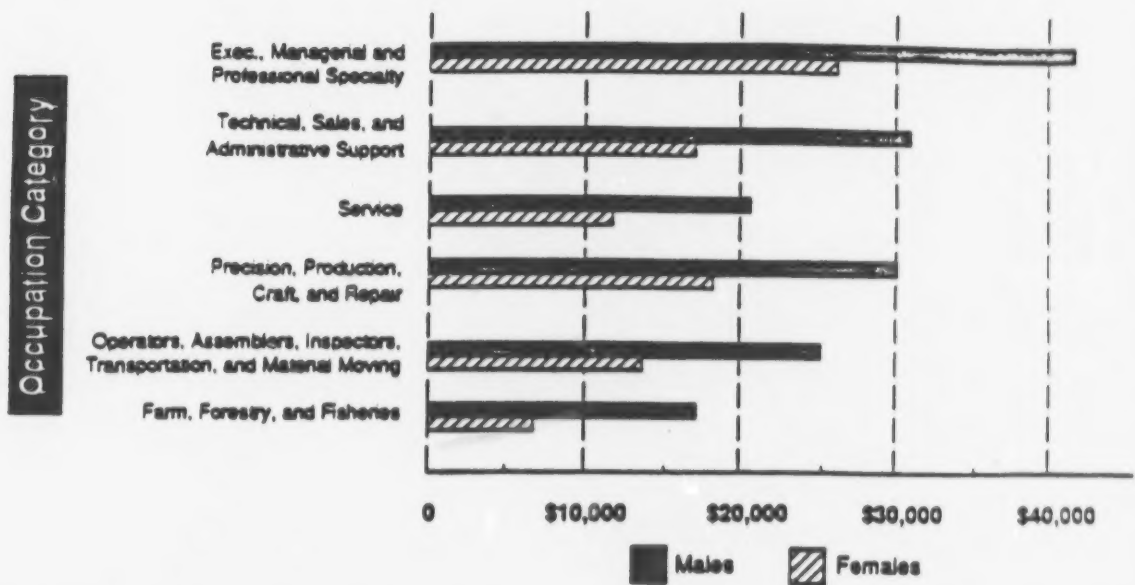
Occupational Category

	Percent Male	Percent Female	Median Earnings Male	Median Earnings Female
Total	48.8	48.3	31,435	19,599
Exec., Managerial and Professional Specialty	16.2	16.0	41,321	26,601
Technical, Sales, and Administrative Support	9.1	19.1	31,021	17,990
Service	3.1	5.1	21,612	11,524
Precision, Production, Craft, and Repair	9.2	1.4	29,896	18,742
Operators, Assemblers, Inspectors, Transportation, and Material Moving	7.7	4.5	25,031	13,906
Farm, Forestry, and Fisheries	1.2	2	17,112	7,188

U.S. Bureau of the Census, "Money Income and Poverty in the U.S.: 1988;
(Advanced data from Mar. 89) CFS Series P, 62 No. 188.

Figure 8.4

**Median Earnings of Males and Females aged 35-54
by Occupation**
Year round Full time Workers in the U.S.



U.S. Bureau of the Census, "Money Income and Poverty in the U.S.: 1999"
(Advanced data from Mar. 89) CPS Series P, 80 No. 186.

Figure 8.5

TABLE 10

**"TOP 40" HIGHEST PAYING OCCUPATIONS IN TEXAS
WITH 50 OR MORE ANNUAL AVERAGE OPENINGS**

OCCUPATIONAL TITLE	1990 AVERAGE WAGE	ANNUAL AVERAGE OPENINGS	SVPT CODE	PERCENT MINORITY
WEIGHTED AVERAGES	\$19.93	25,065	7.8	9.7
1 PHYSICIANS/SURGEONS	\$26.36	1,035	8	9.20
2 LAWYERS	\$26.13	1,745	8	8.70
3 JUDGES/MAGISTRATES	\$23.86	85	9	15.40
4 AIRCRAFT PILOT/FLIGHT ENGINEER	\$22.45	600	8	3.00
5 CHEMICAL ENGINEER	\$22.25	305	8	5.00
6 PETROLEUM ENGINEER	\$22.00	205	8	9.70
7 DENTISTS	\$21.78	610	8	7.40
8 PUBLIC ADMINISTRATION EXECUTIVES	\$21.67	60	7	23.50
9 COMPUTER ENGINEERS	\$21.20	415	7	7.4
10 ELECTRICAL ENGINEER	\$21.20	1,345	8	5.60
11 AERONAUTICAL ENGINEERS	\$20.75	395	8	6.60
12 TEACHER, COLLEGE/UNIVERSITY	\$20.61	2,680	8	7.7
13 ACTUARIES	\$20.38	50	8	1.60
14 ENGINEERING/MATH MANAGER	\$20.28	800	8	7.40
15 MECHANICAL ENGINEER	\$20.13	690	8	7.30
16 PHARMACISTS	\$19.86	705	8	4.90
17 CIVIL ENGINEER	\$19.75	395	8	6.00
18 SAFETY ENGINEER	\$19.67	70	8	7.30
19 MANAGEMENT ANALYSTS	\$19.21	115	8	18.60
20 ENGINEERS, N.E.C.	\$19.20	460	8	7.30
21 COMPUTER SYSTEMS ANALYSTS	\$19.11	1,485	7	19.10
22 INDUSTRIAL ENGINEER	\$19.10	460	8	6.10
23 LOCOMOTIVE ENGINEERS	\$19.02	75	7	15.60
24 CONSTRUCTION MANAGERS	\$18.56	460	8	10.80
25 MARKETING MANAGERS	\$18.55	1,195	8	5.30
26 PURCHASING MANAGERS	\$18.48	455	7	10.70
27 SALES REPRESENTATIVES, SCIENTIFIC	\$18.41	1,365	8	9.70
28 VETERINARIANS	\$18.24	145	8	6.30
29 GEOLOGIST/OCEANOGRAPHER	\$18.18	450	8	4.40
30 FINANCIAL MANAGERS	\$18.14	1,335	8	7.40
31 EDUCATION ADMINISTRATORS	\$18.10	1,285	8	23.60
32 MECHANICAL ENGINEERING TECHNICIANS	\$17.76	135	8	23.10
33 SECURITIES SALES AGENTS	\$17.68	485	6	4.20
34 OPERATIONS RESEARCHER	\$17.41	165	7	10.00
35 ARCHITECTS	\$17.38	225	8	9.40
36 ECONOMISTS	\$17.23	110	8	3.90
37 PERSONNEL MANAGERS	\$17.11	535	7	7.40
38 INDUSTRIAL PRODUCTION MANAGER	\$17.02	460	8	18.70
39 CHEMISTS	\$16.91	255	8	5.20
40 SURVEY/MAPPING SCIENTISTS	\$16.89	80	7	4.40

Projections courtesy of Texas Employment Commission Economic Research and Analysis Unit

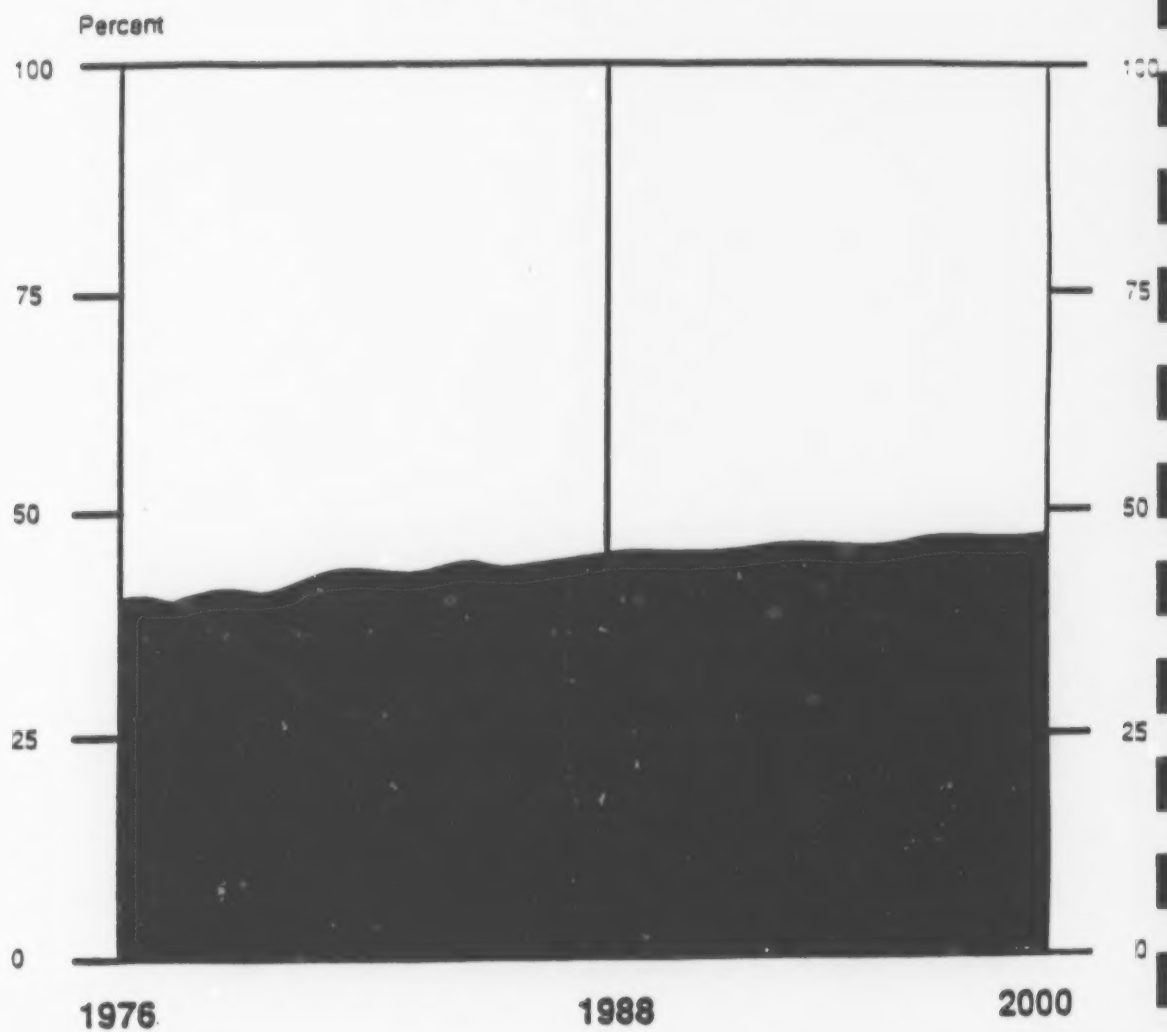
TABLE 11

**"BOTTOM 40" LOWEST PAYING OCCUPATIONS IN TEXAS
WITH 50 OR MORE ANNUAL AVERAGE OPENINGS**

OCCUPATIONAL TITLE	1990 AVERAGE WAGE	ANNUAL AVERAGE OPENINGS	SVPT CODE	PERCENT MINORITY
WEIGHTED AVERAGES	\$5.27	62,380	3.02	30.94
1 CHILD CARE WORKERS, PRIVATE	\$3.90	1,195	3	24.40
2 HOUSEKEEPERS, INSTITUTIONAL	\$4.21	720	4	42.70
3 FOOD SERVICE WORKERS, NEC	\$4.25	745	3	52.80
4 FOOD SERVERS, OUTSIDE	\$4.25	625	3	53.00
5 BAGGAGE PORTERS/BELLHOPS	\$4.29	95	2	54.20
6 ADVERTISING CLERKS	\$4.30	60	5	26.00
7 HOSTS/HOSTESS, RESTAURANT	\$4.33	470	4	33.20
8 SERVANTS/CLEANERS, PRIVATE	\$4.58	420	5	57.40
9 JANITORS AND CLEANERS	\$4.59	5,575	2	35.50
10 PRODUCT DEMONSTRATORS	\$4.62	70	3	9.50
11 COUNTER ATTENDANTS	\$4.66	2,225	3	37.60
12 DUPLICATING MACHINE OPERATOR	\$4.75	105	2	25.90
13 CANNERY WORKERS	\$4.93	95	2	72.30
14 FOOD PREPARATION, FAST FOOD	\$5.07	4,590	2	30.50
15 FOOD PREPARATION WORKERS	\$5.07	5,300	2	30.50
16 CHILD CARE WORKERS	\$5.08	6,310	3	25.60
17 HELPERS/LABORERS, NEC	\$5.09	2,215	2	48.60
18 DINING ROOM ATTENDANTS	\$5.15	1,885	2	36.50
19 WAITERS AND WAITRESSES	\$5.20	7,950	3	23.30
20 CLERICAL WORKERS, N.E.C.	\$5.25	810	3	19.60
21 MANICURIST	\$5.25	60	3	29.50
22 OFFICE MACHINE OPERATOR, N.E.C	\$5.30	150	2	25.80
23 SEWING MACH OPERATOR, NON-GARMENT	\$5.36	185	3	39.80
24 SEWING MACH OPERATOR, GARMENT	\$5.36	720	3	39.80
25 CASHIERS	\$5.38	10,595	3	30.80
26 LIBRARY ASSISTANTS	\$5.38	335	4	20.30
27 SECURITY GUARDS	\$5.41	2,585	3	30.70
28 COOKS, SHORT ORDER	\$5.44	770	4	28.60
29 COOKS, FAST FOOD	\$5.44	2,795	4	28.60
30 BUILDING SERVICE WORKER, NEC	\$5.49	340	3	37.10
31 CROSSING GUARDS	\$5.50	120	2	32.80
32 DRYCLEANING MACHINE OPERATOR	\$5.50	490	2	35.90
33 USHERS/LOBBY ATTENDANTS	\$5.54	215	2	30.10
34 HELPERS-CONSTRUCTION TRADE, N.E.C.	\$5.57	540	4	49.90
35 HELPERS-ROOFERS	\$5.60	165	4	44.20
36 PRESSERS, DELICATE FABRIC	\$5.64	70	4	79.00
37 GRINDING/POLISH WORKERS, HAND	\$5.67	75	6	29.00
38 ANIMAL CARETAKERS	\$5.70	200	4	10.10
39 AGRICULTURAL WORKERS, NEC	\$5.71	220	5	58.60
40 SERVICE WORKERS, NEC	\$5.72	290	2	30.20

Projections courtesy of the Texas Employment Commission Economic Research and Analysis Unit

Women's share of labor force is growing in the U.S.



SOURCE: Bureau of Labor Statistics

Figure 8.1

Families in Poverty

Families maintained by women have a poverty rate three times that of all families and five times the rate for married couple families.

55% of children under 18 in families with a female head of household live below the poverty level.

50% of black families and Hispanic families maintained by women had income below the poverty level.

Type of Family	1985	1980
Total families with earners	\$522	\$407
Married-couple families	582	445
Families maintained by women	297	225
Families maintained by men	450	380

Source: U.S. Department of Labor, Bureau of Labor Statistics and U.S. Department of Commerce, Bureau of the Census. (1986)

Women and Poverty

Proportion of families maintained by women has increased dramatically.

Women and their children are rapidly becoming the vast majority of those in poverty.

Women equal 61 percent of all those 16 years and older below the poverty level. Women are 53% of the population.

17% of all families in the U.S. are headed by women; those families account for 48% of all poor families.

**SUMMARY OF EMPLOYMENT AND WAGES
FOR 1985 AND 1995
BY SVPT EDUCATION LEVEL
FOR TEXAS OCCUPATIONS
(SORTED ON AVERAGE WAGE)**

	1985 EMPLOYMENT	ANNUAL AVERAGE OPENINGS	1995 EMPLOYMENT	1985 AVERAGE WAGE
LEVEL 9	2,200	100	2,660	\$17.40
LEVEL 8	842,850	41,761	1,013,570	\$14.02
LEVEL 7	1,736,100	84,433	2,073,770	\$10.72
LEVEL 5	668,200	28,303	761,070	\$8.31
LEVEL 6	1,007,992	54,071	1,254,574	\$8.24
LEVEL 4	961,100	48,897	1,167,070	\$7.61
LEVEL 3	1,477,900	76,485	1,805,990	\$7.03
LEVEL 2	775,450	39,920	945,700	\$6.36
LEVEL 1	7,550	396	9,270	\$5.36
TOTALS	7,479,342	374,376	9,033,674	\$8.96

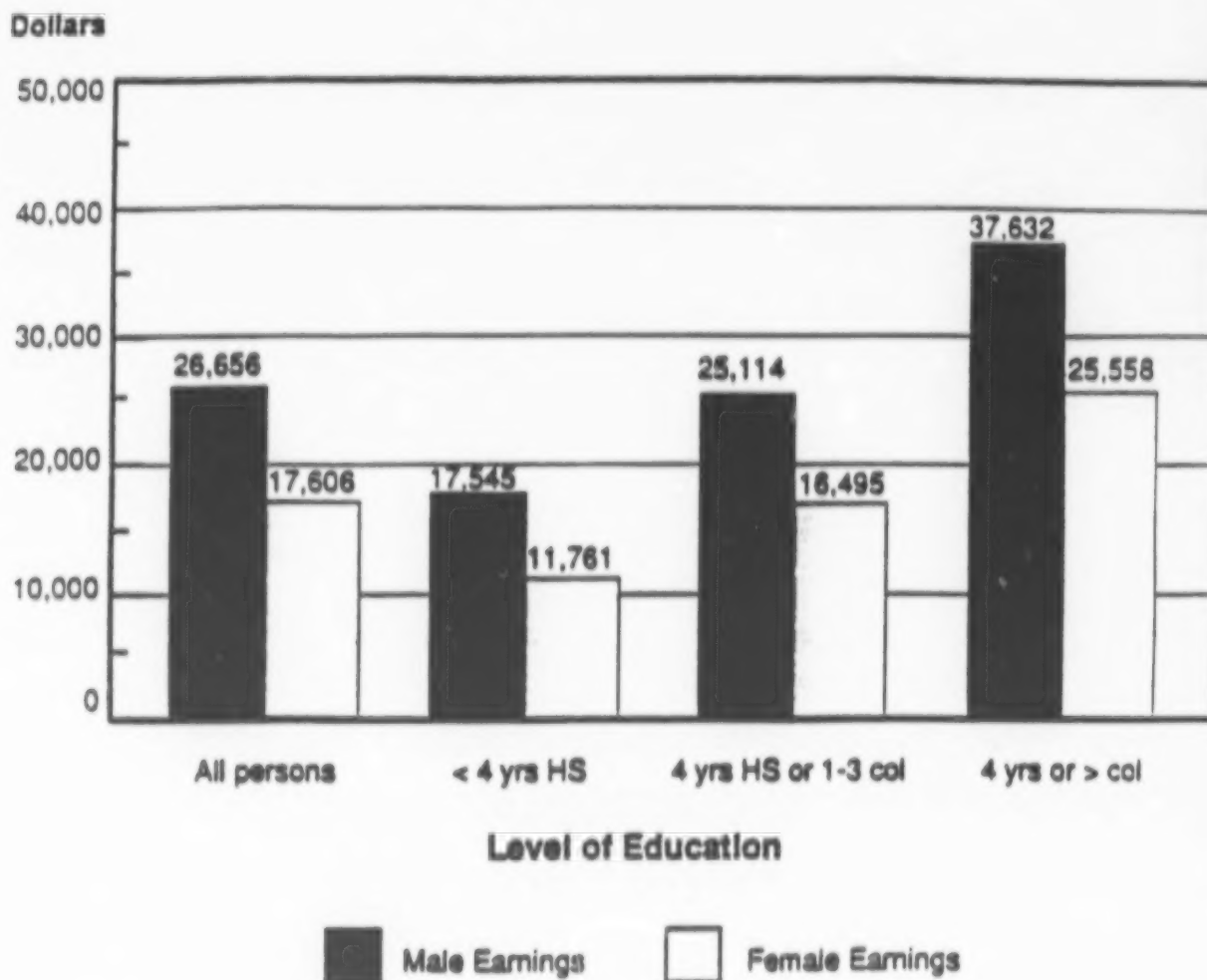
**SPECIFIC VOCATIONAL PREPARATION TRAINING TIMES
DICTIONARY OF OCCUPATIONAL TITLES**

LEVEL 1	SHORT DEMONSTRATION
LEVEL 2	ANYTHING BEYOND SHORT DEMO UP TO/INCL. 30 DAYS
LEVEL 3	OVER 30 DAYS UP TO AND INCLUDING 3 MONTHS
LEVEL 4	OVER 3 MONTHS UP TO AND INCLUDING 6 MONTHS
LEVEL 5	OVER 6 MONTHS UP TO AND INCLUDING 1 YEAR
LEVEL 6	OVER 1 YEAR UP TO AND INCLUDING 2 YEARS
LEVEL 7	OVER 2 YEARS UP TO AND INCLUDING 4 YEARS
LEVEL 8	OVER 4 YEARS UP TO AND INCLUDING 10 YEARS
LEVEL 9	OVER 10 YEARS

Educational Attainment and Earnings

Male versus Female

Year round, full time workers, March 1989



Source: U.S. Bureau of the Census

Figure 8.3

"Teach the parent, reach the child." Family and intergenerational literacy programs are intended to improve the literacy of educationally disadvantaged parents and children, based on the assumption that improving the literacy skills of parents results in better educational experiences for their children. Although theoretical justification for the concept exists, research evidence of its effectiveness is emerging more slowly. The research base spans a number of different fields, among them adult literacy education, emergent literacy, cognitive science, early childhood development, family systems theory, and multicultural education (Nickse 1990). Because practitioners and researchers come from diverse backgrounds, there is debate about definition, program philosophy, and instructional methods. This ERIC Digest looks at types and characteristics of family literacy programs and considers some of the issues in this approach.

Types of Programs

Family literacy programs focus on parent and child; programs that are "intergenerational" involve other family members, neighbors, guardians, and adult volunteers as well. Nickse (1990) offers a typology for classifying family/intergenerational literacy programs that has two dimensions: type of program intervention (direct or indirect) and type of participation (adults alone, children alone, adults and children together). The four basic program types are as follows:

1. **Direct Adults-Direct Children.** This highly structured model offers the most intensive formal literacy instruction for both adults and children and has a high degree of parent-child interaction.
2. **Indirect Adults-Indirect Children.** Voluntary attendance, short-term commitment, and less formal learning through literacy enrichment events such as storytelling characterize this form. Generally, reading skills are not directly taught, although adults may receive literacy tutoring.
3. **Direct Adults-Indirect Children.** Adults are given literacy instruction, often in seminars or workshops, and they may receive coaching on reading with their children and other activities that influence children's literacy.
4. **Indirect Adults-Direct Children.** In-school, preschool, or after-school programs develop children's reading skills. Parents may be involved in workshops, reading rallies, or other events.

Nickse (1990) provides details of the examples given here as well as other programs. Kentucky's Parent and Child Education (PACE) and the Kenan Trust Family Literacy Program based on PACE are examples of Type 1. Located in elementary schools, these programs offer intensive instruction 3 days per week, 6 hours per day for 9 months to parents lacking high school diplomas and their 3- and 4-year-old children.

An example of Type 2 is the Carnegie Library's Read Together program in Pittsburgh, which promotes reading in everyday life through storybook reading sessions, library membership for families, and tutoring for parents. The Family English Literacy

Project in San Antonio, Texas (Intercultural Development Research Association 1988), an example of Type 3, includes the broadcasting of Spanish and English literacy lessons as well as parenting instruction via local television. Type 4 is represented by Running Start, offered in nine cities with Chrysler plants. First graders participate in book reading contests and receive free books. Reading rallies give parents practical tips on helping children with reading at home.

As these examples illustrate, family literacy programs may be offered in adult basic education (ABE) programs, libraries, preschools and elementary schools, workplaces, voluntary literacy agencies, and other community agencies. They typically provide adult literacy instruction, reading instruction for children, information on parenting and child development, and opportunities for parent-child interaction. Program staff are often an interdisciplinary team that includes ABE instructors, early childhood experts, English as a second language specialists, social workers, volunteers, and community liaisons. Other components may be survival skills for immigrants, linkage to community services, and computer literacy.

Needed: Program Effectiveness Research

As programs proliferate, evidence about the effectiveness of the family literacy approach has yet to be systematically collected. Some researchers contend that longitudinal evidence is lacking, although modest data from informal and formative evaluations suggest that programs are having some impact ("Myth #5" 1988).

The concept of family literacy is rooted in research from a number of fields. Nickse's (1990) review highlights some findings that support theories of the intergenerational transmission of literacy. Adult literacy research relates the educational attainment of children to that of their parents. Studies of emergent literacy, as well as cognitive science research, stress the impact of the family and social environment on cognitive development and literacy acquisition. In family systems theory, children shape family life and parent behavior as much as the family influences children. Studies of low-income families by Clark ("Myth #5" 1988) and Taylor and Dorsey-Gaines (Auerbach 1989) assert that children's achievement and motivation are influenced most strongly by such family characteristics as values, standards, educational attitudes, and use of everyday activities as opportunities to explain and teach. The findings of these diverse fields lend support to teaching literacy holistically rather than as a set of skills, treating the family as a unit, involving as many family members as possible, and acknowledging the community context.

Among the few evaluations of existing programs, Hibpsman's (1989) assessment of PACE found that neither its theoretical basis nor the efficacy of its model has yet been proven. Questions needing further study are (1) the relationship between family background and children's educational outcomes, (2) the effect of changes in family attitudes and behavior on children, (3) whether replication of a program model in different

...and immigrants produces the same effects, and (4) the differences in the outcomes of various program types.

Issues in Family Literacy

Three issues have implications for program design: definitions of literacy, the type of literacy that should be taught, and the locus for change. Definitions of literacy that underlie program practice are one of the most controversial issues in family/intergenerational literacy. To some, literacy is a set of measurable skills; a tool for self-improvement, productivity, and economic development; or the replication of school-like activity in the family setting. Others define literacy as social practices used in daily life, a means of empowerment, or the construction of meaning from experience. The definition affects the nature of the curriculum, instructional methods, and criteria used to evaluate success.

The meaning, uses, and value of literacy are not the same for all members of society. Fingeret (1991) asserts that the construction of meaning, rooted in experience, culture, and language, is at the heart of literacy, and she questions whether family literacy programs should teach the school's meanings, pressuring learners to accept the interpretations of the dominant group.

Auerbach (1989) finds that research evidence about literacy acquisition and the practice of program design diverge. She cites studies showing that "children whose home literacy practices most closely resemble those of the school are more successful in school" (p. 167). Auerbach notes that this is often interpreted to mean that low-income or language-minority parents have inadequate parental skills, practices, and materials. However, a number of studies (ibid.) show that families sometimes considered "illiterate" or "low literate" in mainstream society use literacy for a variety of social and technical purposes and that a form of literacy is practiced in everyday family life.

This "deficit" perspective underlies some programs that seek to transmit school literacy through the family. This model assumes that (1) homes of low-income and immigrant families are "literacy impoverished"; (2) transmission of literacy is from parent to child, ignoring the dynamics of many immigrant families; (3) literacy acquisition in school is either less important than in the home or already adequate; and (4) cultural differences in attitudes toward school or child-rearing practices are obstacles to be overcome in order to meet school-determined expectations (Auerbach 1989).

Nickse (1990) asks: Do we change the behavior of children learned in their cultural context to fit the requirements of the schools or do we change the practices of the schools to match culturally learned behaviors? Auerbach (1989) suggests that, rather than transferring school practices into the home, programs draw on parents' knowledge and experiences to shape instruction. Ethnographic research can be used to gather information about the family and social context, community culture, family dynamics, social networks, and values and attitudes. This information can be used to design programs linked to particular settings and learners within a meaningful context (Isserlis 1990).

Implications for Program Development

The following list summarizes recommendations of Auerbach (1989), Fingeret (1991), Isserlis (1990), and Nickse (1990).

- Program design should recognize the existence of multiple literacies and literacy behaviors in the home and community and attempt to integrate home and school literacies.
- Programs should build on the strengths of parents and community culture (such as oral language traditions, native language literacy) and set literacy education in a meaningful cultural context.
- Instruction in parenting skills should be sensitive to cultural differences in child rearing and family dynamics. Parents should be assisted in being advocates for their children's education.
- Family literacy programs need a holistic approach achieved through collaboration of several agencies and multidisciplinary staff. Parents must also be partners in the collaboration.
- Program evaluation should use the broad definition of literacy that guides program design, and informal and ethnographic techniques may be most appropriate. Fingeret (1991) suggests asking students to read, write, or talk about what they have learned rather than trying to measure a set of abstract skills.

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WOMEN AND WORK

A revealing collection of facts about the progress of women in the workplace

Working women have arrived, or so it's said. They now represent 45 percent of the labor force, goes the argument; they're significant players in most major professions. And don't we all know women who are successful lawyers, doctors, accountants? Isn't your friend's boss a woman? Haven't women finally made it in this "postfeminist" world?

Take a closer look at the facts, however, and you'll see another story. Try these numbers on for size: After some progress, women still make just 72 cents for every dollar a man earns. Fifty percent of female-headed families have incomes that fall in the bottom fifth of income distribution. And all those service-sector jobs held by women? They're mostly such glamorous occupations as hospital orderly, hamburger flipper and salesclerk.

Study the facts and you'll see that while there's much to make us proud, we're far from the finish line. And women still are entering the labor force in droves. Sure, they need the money, but there's more to it than that. They

Seventy-one percent of working women polled in a 1984 survey said they'd rather have a high-pressure job offering advancement than a low-pressure one with little chance for promotion.

also *want* to work. Eighty-seven percent of employed women responding to a 1980 Harris poll agreed that personal satisfaction was an important reason for working. Like men, women get a profound sense of fulfillment from functioning as productive workers.

There's another thing. The more women who work and hold positions of influence, the better off we'll all be. Consider the law, for example. If more attorneys and judges were female, wouldn't, say, child-support cases tend to be resolved more equitably?

Just the facts, ma'am: We at SELF decided to see for ourselves how women are doing in the workplace—to get past the myths and the misconceptions. And so we've assembled a range of data to help us understand where women are now and what we can expect in the future.

BY ANNE FIELD

\$9

BEST COPY AVAILABLE

we going?

But the key to progress is a more flexible work

Opportunity will be where the growth is greatest

Fast growing occupations that desperately need qualified workers offer the most opportunity for women. That's why we surveyed the hottest professions of the Nineties.

HEALTH CARE

From physical therapy to physical therapy, employees in health care will be in demand. As the population ages, the need for medical research, products, and delivery of services grows. Phyllis Macklin, a partner with the placement firm Macklin, Macklin, Stein & Associates, Princeton, New Jersey, Inc., says the need for health care employees will be especially acute in 2000. Health care jobs will be the fastest growing in the decade, with nursing at the top of the list. (BLS) and seven of the 10 fastest growing occupations of the decade will be health-related. Some of the health care jobs that will be especially hot in the future include: physical therapists, health care administrators, and health care managers. (BLS)

COMPUTERS

The fastest growing sector of the economy over the decade will be computers and related fields. By 2000, the BLS predicts that the number of computer-related jobs will be 1.5 million, up from 1.1 million in 1990. That means a 40 percent increase in the number of computer-related jobs. (BLS)

ENGINEERING

As the population grows, the need for engineering will be especially acute. The BLS predicts that the number of engineering jobs will be 1.5 million, up from 1.1 million in 1990. That means a 40 percent increase in the number of engineering jobs. (BLS)

"FUNCTIONAL" AREAS

Some career experts believe that job growth will concentrate in functional areas that can be performed at any company. Their top choices for the next five years include: administrative, accounting, sales, and customer service. (BLS)

For many working women, the central factor to moving ahead is flexibility: new work arrangements that will allow them to meet the demands of work and child care. A small number of pioneering companies are offering such options. Some examples:

FLEXIBLE TIME OFF

Employees can use a specific number of days each year for anything from caring for a feverish child to taking a vacation. Since 1982, for example, computer-maker Hewlett-Packard has given employees at least 15 time-off days a year, in addition to 11 paid company holidays.

FLEX-TIME

You work full-time but arrange more flexible hours. Your freedom to tinker with hours is usually limited, however. At one typical business, clothing-maker Levi Strauss & Co., for example, in most departments you can start work as early as 6:00 A.M., but no later than 8:00 A.M.

COMPRESSED WORKWEEK

Employees squeeze their work into fewer days. Take the five-person recruiting department at Corning Inc. On a rotating basis, one person each week works four 10-hour days.

JOB SHARING

Two employees split the responsibilities of a job. Pay and benefits are reduced. This option is a good bet for secretarial or administrative jobs that can be divided easily. At Levi Strauss, for one, two personnel benefit administrators recently divided up their responsibilities so that one only does number crunching and the other takes care of employee communications.

PART-TIME WORK

You scale back the number of hours you work each week. Pay and benefits, naturally, are reduced. It's a better choice for professionals who can't easily divide their work with other employees. While part-time work isn't a new idea, some companies now offer variations on the theme. NationsBank, for example, lets all employees arrange workweeks of less than 40 hours to care for dependents, with no cut in promotions or retirement benefits.

SOURCES: Bureau of Labor Statistics, Bureau of the Census, National Commission on Working Women, College Placement Council, Accounting Today, BusinessWeek, National Society of Professional Engineers, National Association for Law Placement, Center for Research in Ambulatory Health Care Administration, University of Southern California Graduate School of Business, and others.



OFFICE OF VOCATIONAL AND ADULT EDUCATION
DIVISION OF VOCATIONAL-TECHNICAL EDUCATION
INFORMATION RESOURCE CENTER

CAREER GUIDANCE AND COUNSELING PROGRAMS

WHAT IS A CAREER GUIDANCE AND COUNSELING PROGRAM?

It is a comprehensive, developmental program designed to assist individuals in making and implementing informed educational and occupational choices. It develops individual's competencies in self-knowledge, educational and occupational exploration, and career planning.

WHY IS CAREER GUIDANCE AND COUNSELING KEY TO THE DELIVERY OF VOCATIONAL-TECHNICAL EDUCATION?

Because career guidance and counseling programs help individuals acquire the knowledge, skills, and experience necessary to identify options, explore alternatives and succeed in society. It better prepares individuals for the changing workplace of the 21st century by:

- | | |
|---|---|
| o teaching labor market changes and complexity of the workplace | o broadening knowledge, skills, and abilities |
| o increasing self-esteem and motivation | o improving decision making skills |
| o improving employment marketability and opportunities | o building interpersonal effectiveness |
| | o maximizing career opportunities |
| | o promoting effective job placement |
| | o strengthening employer relations |

WHO BENEFITS FROM CAREER GUIDANCE AND COUNSELING PROGRAMS?

Everyone - youth and adults, male and female, disabled, disadvantaged, minorities, limited English proficient, incarcerated, dropouts, single parents, displaced homemakers, teachers, administrators, parents, employers.

WHERE ARE CAREER GUIDANCE AND COUNSELING PROGRAMS OFFERED?

Everywhere - elementary, junior and senior high schools, community colleges, technical institutes, universities, career resource centers, correctional facilities, community based organizations, human services agencies, community and business organizations, skill clinics, employment and placement services.

WHERE IS CAREER GUIDANCE AND COUNSELING WORKING?

During 1990-91 three programs were selected as exemplary:

- 1) Churchill High School in Eugene, Oregon.
- 2) Moore Public Schools in More, Oklahoma, and
- 3) Mesa Public Schools in Mesa, Arizona. Those States implementing the National Career Development Guidelines have many success stories.

WHAT ARE THE KEY COMPONENTS OF SUCCESSFUL CAREER GUIDANCE AND COUNSELING PROGRAMS?

- o A planned sequence of activities and experience to achieve specific competencies such as self-appraisal, decisionmaking, goal setting, career planning
- o Accountability (outcome oriented) and program improvement (based on results of process/outcome evaluations)
- o Qualified leadership
- o Effective management needed to support comprehensive career guidance programs
- o A team approach where certified counselors are central to the program
- o Adequate facilities, materials and resources
- o Strong professional development activities so counselors can regularly update their professional knowledge and skills
- o Different approaches to deliver the program such as outreach, assessment, counseling, curriculum, program and job placement, follow-up, consultation, referral

WHAT DOES THE PERKINS ACT HIGHLIGHT ABOUT CAREER GUIDANCE AND COUNSELING PROGRAMS?

- o Ensures qualified leadership & supervision
- o Continues expenditures for program support
- o Ensures program quality & effectiveness
- o Requires career development activities for spec. populations
- o Promotes counselor training & retraining
- o Encourages elimination of sex bias & stereotyping
- o Facilitates school-to-work programs
- o Strengthens tech prep programs through recruitment, retention & placement

WHAT ARE SOME OPPORTUNITIES FOR CAREER GUIDANCE COUNSELORS UNDER THE PERKINS ACT?

Counselors have opportunities to participate in an education and training system which integrates academic and vocational education, to encourage individuals' greater participation in further education by articulating secondary and post secondary education, to renew their commitment to serving the most at-risk or disadvantaged of our society, to promote program outcomes and performance measures, and to respond to business and economic development.

FOR INFORMATION:

Office of Vocational and Adult Education
U.S. Department of Education
Washington, DC 20202-7241
Telephone: (202) 205-5440

OVERVIEW OF EQUAL OPPORTUNITY LEGISLATION

Equal Pay Act of 1963

This act, the first piece of federal legislation forbidding sex discrimination in employment, is an extension of the Fair Labor Standards Act. It was designed to prevent sex discrimination in the payment of wages. The act essentially provides for equal pay for equal work; however, the definition of equal work is left with the courts.

Title VI of the Civil Rights Act of 1964

Title VI of the Civil Rights Act prohibits discrimination against students on the grounds of race, color or national origin in programs receiving federal funds. Title VI and related case law prohibits discrimination on the basis of race in student admissions, access to courses and programs, and student policies and their application. They also require the provision of bilingual instruction or some other method of compensating for students of limited English speaking ability. Any institution or agency receiving federal funds is covered by Title VI. Most education activities of the recipient agency or instruction are covered, even some activities or programs not in direct receipt of federal funds. Title VI is enforced by the Office of Civil Rights of the U.S. Department of Health, Education and Welfare.

Title VII of the Civil Rights Act of 1964

This act makes it illegal for private employers, labor unions, employment agencies, state and local governments, and employees of educational institutions to discriminate on the basis of race, color, religion, sex, or national origin. It is unlawful to discriminate in:

- recruitment, hiring, firing, layoff, recall
- wages, conditions or privileges of employment
- classification, assignment or promotion
- use of facilities
- apprenticeship training or retraining
- application of referral procedures
- sick leave and pay
- overtime work and pay
- insurance coverage
- retirement privileges
- printing, publishing, or circulating advertisement relating to employment
- promotion opportunities

Harassment on basis of sex is a violation of Title VII (guidelines issued, November 10, 1980)

Executive Order 11246

This order prohibits employment discrimination based on sex, as well as on race, color, religion, or national origin, by federal contractors or subcontractors. The order covers employers with a federal contract of more than \$10,000 and does not exempt specific kinds of employment or employees. Unlawful practices include discrimination in recruiting or recruitment advertising; hiring, upgrading, demotion, or transfer; layoff or termination; rates of pay or other compensation; and selection for training, including apprenticeship. Regulations have been ordered which required hiring women in all construction craft jobs--3.1% of the work crews in each craft by 1979, 5% by 1980, and 6.9% by 1981. Companies and unions which run federally registered apprenticeship programs in these crafts have to enroll women at the rate equal to half their percentage of the general work force in any area--about 20% for most entering classes.

Revised Order No. 4

This order requires contractors with 50 or more employees and a contract of \$50,000 or more to take affirmative action in the employment of minorities in job categories where they have been underutilized. The order requires similar goals and timetables for women as well as minorities. In brief, the order requires affirmative action programs to have the following: (1) A self-analysis of deficiencies in compliance, (2) corrective action to remedy deficiencies, (3) goals and timetables where numbers/percentages are relevant to correct situation, (4) development or reaffirmation of an equal opportunity policy, (5) dissemination of policy throughout community, (6) report system to measure program effectiveness, and (7) a procedure for getting support from local groups to improve employment opportunities for minorities and women.

Titles VII and VIII of the Public Health Services Act

These titles forbid schools and training programs in the health profession from discriminating against students on the basis of sex. The only schools and training programs affected are those receiving financial assistance under the Public Health Services Act. Teachers and employers who work with students covered by this Act are also covered.

Title VII of the Civil Rights Act of 1964

As amended by the Equal Employment Opportunity Act of 1972, this title prohibits discrimination in the employment of personnel on the basis of race, color, religion, national origin, or sex. All institutions or agencies with 15 or more employees including state and local governments and labor organizations are covered under the Act. Title VII prohibits discriminatory practices in most terms and conditions of employment.

Equal Pay Act of 1963, Amended by the Education Amendments of 1972

This amendment prohibits sex discrimination in salaries and fringe benefits. It covers all employees of educational institutions--professional, executive, and administrative positions.

OVERVIEW (page three)

Title IX

In 1972, Congress enacted Title IX of the Education Amendments Act, which prohibits discrimination on the basis of sex in any education program or activity receiving federal financial assistance. Title IX states: "No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving Federal financial assistance. . ."

The Title IX regulations were issued after much delay on June 4, 1975. The regulations state that with certain exceptions, the law bars sex discrimination in any academic, extracurricular, research, vocational or other educational program (pre-school to post-graduate) operated by an organization or agency that receives or benefits from federal aid.

The exceptions included: U.S. military schools, although such schools began admitting women in 1976, religious schools, Girl Scouts and Boy Scouts, YMCA/YWCA, and other single-sex youth service organizations, social fraternities and sororities, Boys State/Girls State, and father-son and mother-daughter activities.

The regulations are divided into six categories: general provisions, coverage, admissions, treatment of significant implications for recruitment, facilities, financial aid, student rules, counseling programs, housing rules, health care and insurance benefits, scholarships and other recognition activities, marital and parental status of students, student employment, athletics and other extracurricular activities, course content, sexual harassment, single-sex courses, and school district provision of significant assistance to any organization, agency or individual that discriminates on the basis of sex. The regulation does not require or abridge the use of the particular textbooks or curriculum materials.

By July 21, 1976, educational institutions were to comply with the following procedural requirement of Title IX. Educational institutions were to 1) appoint a Title IX Coordinator to monitor compliance and to handle grievances; 2) adopt and publish a grievance procedure for prompt and equitable resolution of complaints; 3) annually provide notice of the districts compliance with Title IX to students, parents, employees, job applicants, unions, and other professional associations; 4) provide a public notice of compliance with Title IX in a local newspaper; 5) conduct a self-evaluation to determine where the districts' policies or practices might constitute sex discrimination and to set forth remedial steps to eliminate the affects of sex discrimination within a three-year period; and 6) to file an assurance of compliance with the U.S. Office for Civil Rights.

When Title IX was enacted, it contained employment-related protections for employees of educational institutions that were not yet covered by Title VII or state law, especially in the area of pregnancy and marital or parental status. Prior, to Title IX's passage, it was common practice to: pay female teachers less than male teachers because males were presumed to be the head of a household; to pay female coaches less than male coaches; and to require pregnant teachers to leave the classroom immediately. Title IX requires that school districts have a grievance procedure for employees to use if they have a complaint of discrimination, and requires that employees and applicants for employment be informed that the school district does not discriminate on the basis of sex

OVERVIEW (page four)

in employment. Between 1979 and 1982, three separate federal district courts ruled that Title IX protected students only, not employees, from sex discrimination. During that period of time, the Office for Civil Rights did not accept or investigate complaints of employment discrimination under Title IX. In May of 1982, the Supreme Court ruled in *North Haven Board of Education vs. Bell* to uphold the validity of Subpart E (Employment) of the Title IX regulations.

Women's Educational Equity Act of 1974

Designed as part of the Education Amendments of 1974, this Act was passed to provide educational equity for women in the United States. Under this Act, the Commissioner is authorized to give grants to or to enter into contracts with agencies, organizations, or individuals for activities designed to carry out the purposes of the law at all levels of education--preschool, elementary/secondary, higher education, and adult education. Activities included are the development, evaluation, and dissemination of curriculum, textbooks, and other materials concerning educational equity; preservice and inservice training for personnel with special emphasis on programs to provide education equity; research and development activities designed to advance educational equity; guidance and counseling designed to assure educational equity, etc.

Nothing in this law prohibits men from participating in any programs or activities. The act establishes in the U.S. Office of Education an Advisory Council on Women's Educational Programs composed of 17 people appointed by the President--by and with the advice and consent of the Senate. The Act is administered by the Women's Program Staff, Office of the Commissioner, U.S. Office of Education.

Section 504 of the 1973 Rehabilitation Act

Section 504 prohibits discrimination on the basis of handicap in employment and programming by all recipients of federal financial assistance. Section 504 is enforced by the Office of Civil Rights.

Age Discrimination in Employment Act of 1967

The Age Discrimination in Employment Act of 1967 prohibits employment discrimination against persons between the ages of 40 and 65; on January 1, 1979, the act was extended to protect persons between the ages of 40 and 70. The Act prohibits discrimination in hiring, discharge, compensation, terms, conditions or privileges of employment. The Act prohibits mandatory retirement prior to the age of 70. The Age Discrimination in Employment Act is enforced by the EEOC.

Age Discrimination Act of 1975

The Age Discrimination Act of 1975 prohibits unreasonable discrimination on the basis of age in programs or activities receiving Federal financial assistance. This Act will protect all students in community colleges, technical schools, and universities, from discrimination on the basis of age. The Act does not define age to limit coverage to any

OVERVIEW (page five)

particular group; it simply prohibits discrimination on the basis of age at any age, as long as that discrimination is "unreasonable." Employment is not covered by the Act, other than employment funded by the Comprehensive Employment Training Act (CETA).

Title VII (Section 799A) and Title VIII (Section 845) of the Public Health Service Act as Amended by the Comprehensive Health Manpower Training Act and the Nurse Training Amendment Act of 1971

Title VII and VIII of the Public Health Service Act states that institutions receiving federal funds for their health personnel training programs may not discriminate on the basis of sex in admissions or in employment practices related to employees working directly with applicants or students. Every institution receiving or benefiting from a grant, loan guarantee, or interest subsidy to its health personnel training programs or receiving a contract under Title VII or VIII is covered. Title VII and VIII are enforced by the Office of Civil Rights.

Carl D. Perkins Vocational Education Act of 1984

The Carl D. Perkins Vocational Education Act of 1984 and its predecessor the Vocational Education Act (VEA) of 1976, represent the most comprehensive effort to date to infuse sex equity into an educational program by requiring positive action to end bias and stereotyping as well as ensuring nondiscrimination. The provisions of the Vocational Education Act of 1976 required for the first time that each state hire at least one full-time staff person to coordinate and infuse sex equity throughout the vocational education system. The law required states to provide incentives to local districts to encourage nontraditional enrollments and to begin to establish programs for special target populations, such as displaced homemakers. The law required that advisory councils have a fair representation of females, males, minorities and the disabled. The Carl Perkins Act retained and expanded upon the key sex equity provisions of the 1976 Act. States are required to assign one person full time responsibility for fulfilling seven mandated functions. The Act provides two set-asides within the basic state grant; one for Single Parents and Homemakers (8.5% of the basic grant), and the other for Young Women and Sex Equity Programs (3.5% of the basic grant). Local school or vocational districts apply for these funds on an annual basis to implement programs for vocational education students. The intended long-term outcome of these programs is to provide greater economic self-sufficiency for girls and women.

TITLE IX IS BACK

On March 22, 1988, Congress overrode President Reagan's veto of the Civil Rights Restoration Act, so that once again Title IX of the Education Amendments of 1972 prohibits sex discrimination in all programs of institutions that receive federal funds.

In 1984 the Supreme Court, in *Grove City College vs Bell*, limited the protection of Title IX by ruling that Title IX applied only to the particular program receiving federal dollars within an institution. Prior to this decision, Title IX and other civil rights laws prohibiting discrimination on the basis of race, color, national origin, disability, and age had been interpreted as covering an entire institution when the institution received any federal dollars. As a result of the 1984 decision, the majority of students were not covered by federal antidiscrimination laws throughout most of their college experience.

The 1988 Civil Rights Restoration Act essentially overturns the *Grove City* decision by restoring the earlier interpretation of a broad scope of coverage with one exception, a compromise amendment concerning abortion. Under the new law, institutions are not required to provide abortion benefits or services, nor are they prohibited from providing them. Additionally, institutions cannot penalize someone who has had an abortion or is planning to have one.

Because Title IX now covers the entire institution regardless of where federal funding is used, students are once again protected from sex discrimination throughout the institution. Areas such as athletics, counseling, and course offerings and issues such as sexual harassment and marital and parental status are all affected by Title IX.

Under the requirements of Title IX, institutions receiving any federal funds must designate at least one employee to coordinate efforts to comply with Title IX and to investigate any Title IX complaint that is communicated to them. Institutions are also required to take specific and continuing steps to notify groups such as applicants for admission and employment, students, and employees that the institution does not discriminate on the basis of sex as prohibited by Title IX. The notification, which should appear in announcements, bulletins, catalogues, and on application forms used to recruit students and employees, should also state that inquiries about Title IX can be referred to the designated Title IX compliance person or to the Assistant Secretary for Civil Rights at the Department of Education, Washington, D.C. 20202.

ADVANTAGES OF NONTRADITIONAL JOBS

Nontraditional jobs offer a variety of advantages. Some of the major rewards include the following:

Salary

Nontraditional jobs often afford the opportunity for better pay for women. With more jobs to choose from there is a better chance of getting a better-paying job. Jobs traditionally held by men do pay better wages. Furthermore, men working in jobs which are nontraditional for them (the female-dominated jobs) often earn more than women who work in those fields.

Advancement Opportunities

Nontraditional jobs, especially those in the apprenticeable trades, usually have established steps for advancement. For example, in construction work, a worker can move from apprentice to journeyworker, to supervisor, to superintendent, and so on. Workers in some trades start their own contracting businesses.

Benefits

In nontraditional jobs which are unionized, the wages are usually higher; various fringe benefits and job protections may be negotiated.

The Work Itself, Satisfaction

The greater the range of experience a job offers and the more options it makes available, the greater the chances for self-satisfaction.

Education/ Training

Most nontraditional jobs require specialized skills, which are usually compensated according to the amount of training or education. Apprenticeship training, for example, usually provides beginning wages equal to half of what the trained journeyworker earns. As the apprentice learns and performs better, she or he generally receives periodic increases in wages. When training is completed, the apprentice is usually earning 90 percent of journeyworker wages. This process enables trainees to earn while they learn.

Work Hours

Many nontraditional jobs in the skilled trades have potential overtime pay. Also, these jobs often provide a greater variety of schedules or shifts to choose from, and pay for evening and night shifts is often higher.

WHY SEX EQUITY?

WHY PROMOTE NONTRADITIONAL OPTIONS?

Strengthen Families by minimizing economic strain, training people for flexibility, increasing father's interaction with children, and increasing the value, respect, and dignity in the work of the family.

Reduce Poverty and Increase Tax Revenues as people obtain higher paying jobs and the cycles of unemployment, underemployment, and welfare dependency are broken.

Increase Worker Productivity by a better matching of individuals with jobs, by minimizing tense work environments, by increasing new and innovative solutions to work related problems, and increasing job satisfaction.

Meet the Needs of Employers for skilled workers in certain industry and certain job categories where shortages are expected.

Help Employers fill affirmative action requirements.

Reduce the Effects of Declining Enrollments by recruiting new women students and by increasing dual enrollments.

Improve Vocational Education's Curriculum for all students by questioning assumptions and traditional teaching methods and by updating those where necessary.

Improve Vocational Education's Ability to meet new and emerging occupational training demands and to assist displaced workers.

Improve Vocational Education's Image through new and increased publicity and by actualizing a commitment to serve all students.

Attract New Industry by ensuring a skilled and diverse workforce.

NEGATIVE EFFECTS OF SEX ROLE STEREOTYPING ON MALES AND FEMALES

NEGATIVE EFFECTS ON MALES

Academic

- not usually raised to be quiet, passive or dependent, so adjustment to school, where they have to sit still and keep hands to selves, can be difficult (Center for Sex Equity, 1988)
- less socialized to develop listening, communication and interpersonal skills (Grayson & Martin, 1985)
- may view quiet activities, such as reading and writing, as "feminine," and therefore not something at which to excel (PEER, 1981)
- criticized by teachers in harsher or angrier tones than females for equivalent actions (Jackson & Lahaderne, 1971)
- four times more likely than females to have academic problems (PEER, 1981)
- outnumber females in elementary remedial reading programs two to one (PEER, 1981)
- over sixty percent more likely than females to be grade repeaters (American University, 1982)
- more likely to receive lower grades (American University, 1982)

Psychological and Physical

- suffer over 98% of the major diseases (Farrell, 1986)
- on average, live 7.8 years less than females (Farrell, 1986)
- must often live under relentless pressure to perform (Larrick & Merriam, 1973)
- judged a failure if do not achieve status and wealth and work to support a family (Astrachan, 1986)
- must be willing to take risks, face danger and engage in violence without hesitation (Astrachan, 1986)
- not supposed to express full range of human emotion, including doubt, need and grief (PEER, 1981)
- supposed to be a successful earner first and a person second (PEER, 1981)
- resist treatment during early stages of illness; when end up in hospital, stay 15 percent longer than females

NEGATIVE EFFECTS OF SEX ROLE STEREOTYPING (page two)

- commit suicide three times more often than females (PEER, 1981)
- feel pressure against revealing any signs of weakness; rather, must seem tough, cool and in control (Ohio State University, 1988)
- higher rates of alcoholism, drug abuse, heart attacks, strokes, high blood pressure and other circulatory illnesses (WBVTAE, 1986)
- higher rates of men in prisons and juvenile detention centers (WBVTAE, 1986)
- more likely to be physically abusive of others (WBVTAE, 1986)
- not expected to participate fully in parenting, which can deprive them of the positive rewards of nurturing (Bamgartner-Papageorgiou, 1982)
- can feel like "status object," valued more for paycheck than for themselves as people
- can feel vulnerable to rejection since supposed to initiate all social contacts with the other sex
- less likely than females to be close friends with one another (American University, 1982)
- more likely to be victims of accidents related to sports, dangerous vehicles, such as motorcycles, and, through violence (American University, 1982)
- can build expectations that are higher than their actual achievement levels; can lead to high levels of anxiety (Gray, 1957)

Careers and Family Relationships

- higher trends toward excessive involvement in work (WBVTAE, 1986)
- after being denied nurturing experiences, may be unfamiliar with how to nurture their own children (Ohio State University, 1988)
- encouraged not to enter certain occupations, such as teaching or nursing (American University, 1982)
- not encouraged to think of playing an active role in family life

NEGATIVE EFFECTS ON FEMALES

Academic

- less assertive in the classroom; males call out the answers and get the teacher's attention, while females sit patiently with their hands raised (Sadker & Sadker, 1985)
- face more reprimands from teachers for calling out answers than males (Sadker & Sadker, 1985)

NEGATIVE EFFECTS OF SEX ROLE STEREOTYPING (page three)

- teachers more likely to do things for female students, which reinforces dependence; males more likely to get detailed instructions for doing things themselves (Sadker & Sadker, 1985)
- females less likely to take math and science courses or participate in special or gifted programs in these areas (Sadker & Sadker, 1985)
- females participate less actively in discussions; they do more smiling and gazing and are more often passive bystanders in conversations (Sadker & Sadker, 1985)
- whereas males receive feedback for their task performance, females receive feedback related to their appearance (Grayson, 1985)
- whereas males receive messages that they can succeed if they exert effort, females receive messages that less is expected and accepted; "you can do it if you try," vs. "well, at least you tried" (Grayson, 1985)
- as teachers solve problems for female students, and do not encourage them to work through a problem, females can develop "learned helplessness" (Grayson, 1985)
- females more likely to attribute success to external causes and failure to internal causes; failure seen as insurmountable; "It's just me, I'm not good at this and I can never succeed" vs. "If I put in more effort I can succeed" (Fennema, 1985)
- teachers interact with males and females differently, more often linking the failure of boys to lack of effort rather than lack of ability (Fennema, 1985)
- female students receive less encouragement to achieve in the classroom (Baumgartner-Papageorgio, 1982)
- the classroom actually spends more time on male learning deficits than on the learning deficits of females; female students are not the primary focus of the energy and resources of the school (Harvey, 1986)
- female students get less special intervention on their behalf in the classroom
- even though females start out ahead of males in early grades, achievement test scores of females fall as they reach high school (American University, 1982)

Psychological and Physical

- test scores indicate that female students have lower self esteem and are less likely to feel valued and valuable (Search Institute, 1988)
- females use a more tentative style of communication (Sadker & Sadker, 1985)
- research indicates that both males and females consider it less desirable to be a female (Tavris & Baumgartner, 1983)

NEGATIVE EFFECTS OF SEX ROLE STEREOTYPING (page four)

- females taught that their most valuable asset is their appearance (Baumgartner & Papageorgiou, 1982)
- females taught to be dependent, compliant, fearful, inactive, incompetent, needing help and protection (Baumgartner & Papageorgiou, 1982)
- females taught to expect restrictions (Baumgartner & Papageorgiou, 1982)
- by high school less likely to think can do college work and demonstrate a decline in commitment to employment (American University, 1982)
- less money invested by educational institutions in athletics for females (American University, 1982)

Careers and Family Relationships

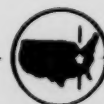
- a ten year study following the lives of 80 high school valedictorians showed that two-thirds of the females began reporting lower levels of intellectual self-esteem and less ambitious career aspirations by the time they were seniors in college (New York Times, 1987)
- females receive messages that it is best to not work outside the home, but if one does, one should choose from a limited number of less financially rewarding career options (Baumgartner-Papageorgio, 1982)
- females who do work for pay outside the home, still do over 70% of all home and family work (Cowan, 1985-1986)

**FEDERAL LEGISLATION
PROHIBITING DISCRIMINATION:
TITLE IX**

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972: "No person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

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THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION

(T4)
**FEDERAL LEGISLATION
PROHIBITING DISCRIMINATION:
SECTION 504**

SECTION 504 OF THE REHABILITATION ACT OF 1973: "No otherwise qualified handicapped individual . . . shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

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THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION

Behaviors That Limit Gender Equity

Gender Discrimination

Any action which intentionally limits or denies a person or group of persons opportunities, privileges, roles, or rewards on the basis of gender.

Gender Bias

Behaviors resulting from the assumption that one gender is superior to the other.

Gender Role Stereotyping

Attributing behaviors, abilities, interests, values and roles to a person or group of persons on the basis of their gender.

Men in Relationship to Home

In 1982 the unemployment rate for men was higher than that for women, virtually for the first time since 1950.

Economic stress, employment problems and unemployment are contributors to wife abuse and statistically (significant) correlated with suicide and homicide rates.

Husbands have become more involved in the birth and care of children. Nearly 80 percent of husbands are now with their wives in the delivery room, compared to only 27 percent a decade ago.

One out of four new mothers said their husbands will be primarily responsible for their baby's care when she returns to work.

***Gender Equity Activities are
Deliberate Efforts to***

- 1. Build partnership skills**
- 2. Enhance men's and women's abilities to work together productively**
- 3. Build stable, satisfying relationships**
- 4. Expand career opportunities—develop talent**
- 5. Eliminate gender bias, gender role stereotyping, and gender discrimination**

Gender Equity Is:

- **Freedom from favoritism based on gender**
- **Equal treatment that frees men and women to expand and develop according to their needs, and**
- **It fosters mutual trust as persons of both gender are unrestricted in their roles**

APPENDIX C
DATA FROM CONFERENCE

WAGES\$

Workforce Access through Gender Equity Success



Statewide Conference on Improving Gender Equity in Career/Technical Education

June 10-11, 1993
Wyndham Hotel
Austin, Texas

Sponsored by
University of North Texas
Texas Higher Education Coordinating Board
Texas Education Agency

Thursday, June 10

8:30 a.m. Registration

9:00 a.m. Opening General Session (Ballroom)

Moderator:

Official Welcome: Dr. Larry Key, Director for Federal Projects Community and
Technical Division, Texas High Education Coordinating Board

Keynote Address:

Wilma Vaught
Brigadier General (Retired)
United States Air Force
President, Women in Military Service for America

11:00 a.m. Break (Foyer)

11:15 a.m. Interest Sessions (See Matrix)

12:00 p.m. Break for Lunch

1:00 p.m. Second General Session (Ballroom)

Panel: *Education Leadership*

Panel: Anna Auvenshine, Associate Program Director, Community and Technical
Colleges Division, Texas Higher Education Coordinating Board
Sylvia Clark, Director, Vocational Guidance Services, Texas Education Agency
Judith Hetherly, Director, Home Economics Education, Texas Education Agency
Mary Perkins, Member, State Board of Education

2:30 p.m. Break (Foyer)

2:45 p.m.
to

3:30 p.m. Interest Sessions (See Matrix)

3:45 p.m.
to

4:30 p.m. Interest Sessions (See Matrix)

CONCURRENT INTEREST SESSIONS

A SESSIONS -- Thursday, June 10, 11:15-12:00

Room

4. **Presenter:** Judy S. Knight, Project Director
Gayle Millican, School Age Parent Educator

Title: *"New Horizons", Garland ISD's Single Parent/School Age Parenting Education Program*

Wynd F

The mission of the "New Horizons" program is to provide school age pregnant and parenting students opportunities to complete their high school education and to participate in vocational and applied technology education and training programs which lead to the acquisition of marketable skills

5. **Presenter:** Jane Westbrook, Community Services Director
Kathy Barakis, Vocational Career Specialist

Title: *"Dreams Realized through a Comprehensive Single Parent Program"*

Wynd B

The dreams of single parents can be realized with the support services that can be made available through a comprehensive approach to meeting individual needs. Learn how to bring together a variety of funding sources, resource agencies and special programs to meet a wide range of needs including child care, transportation, education, vocational/career training, parenting skills training and counseling. Coordinated efforts can provide services both in school youth and for adults.

6. **Presenter:** Susie Johnson, School Counselor (*LPC)
Winters High School

Title: *"The Teddy Bear Connection"*

Wynd E

Teen parents are learning parenting skills, marketable job skills, and good decision-making skills by becoming role models and peer helpers to elementary students. Join us to see how a rural community works together to try to curb teen pregnancy and child abuse.

7. Presenter: Dr. Vickie Geisel, Director of Support Services (*LPC)
Tyler Junior College

Room

Title: *"If You Ain't Getting Better, Your Getting Worse"*

104

This presentation gives the opportunity to view and discuss a special video which was especially developed to stress the importance of non-verbal communication, first impressions, and personal appearance at work.

8. Presenter: Joyce Hooper, Director, Career/Technical Education
Temple ISD

Title: *"Career Academy Equals Equity"*

Wynd A

This session will focus on how to give everyone the same opportunities and choices to advance themselves in education, training, and careers and will focus on the workplace competencies identified in Learning a Living: A Blueprint of High Performance (SCANS Report).

12:00 - 1:00 -- BREAK FOR LUNCH 1:00 - 2:30 -- EDUCATION LEADERSHIP PANEL

B SESSIONS -- Thursday, June 10, 2:45-3:30

10. Presenter: Carlotta Williams, Gender Equity Specialist
Fort Bend ISD

Title: *"Manuals for Gender Equity"*

Wynd E

Manuals for Gender Equity will instruct participants how to compose a manual with strategies that free all students to prepare for non-traditional careers.

11. Presenter: Sylvia Clark, Director of Vocational Guidance Services
Texas Education Agency

Title: *"Career Choice/Career Pathways"*

102

This session will cover choosing a career pathway, understanding sequencing of courses and choices for nontraditional careers and how the equity educators can help students with these choices.

12. Presenter: Maura Cleland Beatty, President
Alpha Beatty Communications

Room

NOTE: This is a double-length session lasting 90 minutes.

Title: *"Can't You Hear Me Talking"*

Wynd B

This program will discuss two distinct theories of communication. The discussion of Neurolinguistic programming (NLP) including perceptual modes, will be followed by a categorization of personality types based on differences in "speed" and "process".

13. Presenter: Joe Nation, Curriculum Director
Ballinger ISD

Title: *"Single Parent and Pregnant Teenager Programs in Small Rural Schools"*

Wynd A

Single parents and pregnant teenagers in small rural schools have unique needs. This presentation will focus on the teacher/coordinator selection process, community attitudes/acceptance, student access to community support, childcare, the parents financial needs, transportation problem and program funding considerations.

14. Presenter: Mary Ann Colln, Director
Kingsville ISD

Title: *"Open the Door to a Different Approach to Learning"*

104

This session will discuss Drop-out Prevention and Drop-out Recovery Programs for At-Risk students.

15. Presenter: Judy McDonald, Program Director
Tarrant County Employment and Training

Title: *Gender Equity Goals of the Job Training Partnership Act"*

Wynd F

This presentation will cover gender equity goals of the Job Training Partnership Act, including information about how to work with local JTPA programs to assist women interested in non-traditional careers.

C SESSIONS -- Thursday June 10, 3:45-4:30

Room

16. Presenter: Ellen Skinner, Department Director
Texas Department of Human Services

Title: *"Welfare Reform and Restructuring"*

102

This presentation will be made providing the DHS perspective on the renewed interest at the national level in welfare reform issues generated by the Clinton administration and Moynihan Bill.

17. Presenter: Kathy Jimerson, Teen Parent Facilitator
Grand Prairie ISD

Title: *"Teen Pregnancy Prevention: Middle School Outreach"*

104

Society needs to know: Teen pregnancy crosses all ethnic, financial, intellectual boundaries. They need to know teen pregnancy is a life changing experience regardless of the outcome choices made.

18. Presenter: Betty Brown, Cooke Co. Coop Program Coordinator
Gainesville ISD

Title: *"Sharing Session for Single Parent Program Coordinator/Staff"*

Wynd E

Informal discussion and individual presentation and sharing of ideas, forms, materials that have been successfully used in Single Parent Programs.

19. Presenter: Warren Bassham, District Manager - Education
S.W. Bell Telephone Co.

Title: *"Where Are We Today?"*

Wynd A

The effects of the "Consent Decree" on wages and salaries, promotions, results and attitudes within Southwestern Bell.

20. Presenter: Robbye Nesmith, Director - Career Center
Navarro College

Room

Title: *"The Gender Game - Who's on First?"*

Wynd F

A look at rules, batting averages, and the competition. Are we scoring home runs, or are we still out in left field? Games and strategies to help participants get off the sidelines and into the game as legitimate players.

FRIDAY, June 11, 1993

9:00 - 10:30 -- ROLE MODELS FOR NONTRADITIONAL CAREERS PANEL

D SESSIONS -- Friday June 11, 10:40-11:20

22. Presenter: Karen K. Rott, Project Coordinator
North Lake College

Title: *"Women In Skilled Trades: WIST"*

104

A project designed to provide women with marketable skills in building maintenance and repair leading to immediate employment and increasing equity enrollments in two year non traditional technical programs. WIST is an effective program for increasing female enrollment and employment in nontraditional technical fields.

23. Presenter: Harry Meyer, Vocational Director
Lockhart ISD

Title: *"Activities & Services of Single Parent Programs"*

Wynd F

This session will address how Lockhart ISD implements services and activities which include on-site child care, transportation, home visits, and family related training sessions.

24. Presenter: Rachel Ortiz, Coordinator
M.J. Linney, Specialist
El Paso Community College

Room

Title: *"Project Opportunity: Helping Low-Income Women
Succeed Through Education in Non-Traditional Careers"*

Wynd E

Project Opportunity is a human investment program aimed at assisting low-income women, primarily women who are single parents, displaced homemakers, single pregnant women and women who must enroll in a training program as a condition for housing benefits.

25. Presenter: Sandy Purcell Carter, Equity Specialist

NOTE: This is a double-length session, lasting 90 minutes.

Title: *"The Language of Equity"*

Wynd A

Participants will explore the power of language as a complex tool for change. They will focus on opportunities to free students to reach their full potential by using non-sexist, non-racist communication.

26. Presenter: Frances Longley, Program Coordinator
San Marcos CISD

Title: *"Where Are They Now?"*

Wynd B

A casual but realistic overview will be presented on how the Single Parents, Displaced Homemakers & Single Pregnant Women's Program has impacted the graduates from 1988 - 1993.

E SESSIONS -- Friday, June 11, 11:30-12:15

27. Presenter: Roberta Laundy, Teen Parent Coordinator
Bastrop ISD

Title: *"Meeting the Teen Pregnancy Problem Head-On"*

104

A panel of teen parents discuss the special problems they encounter in trying to complete their education and the special services which help them reach their goals.

Room

28. Presenter: Jeri Evans, Program Director (*LPC)
Brookhaven College - DCCCD

Title: *"The Community College Experience for Single Parents"*

Wynd B

This session will focus on the profile of the single parent, helper, and the community college program.

29. Presenter: Janie Bates, JTPA Special Programs Coordinator
Tom Ellis, Education PLUS Regional Manager

Title: *"Non-Traditional Adult Education for Welfare Recipients"*

Wynd E

This session will present an overview of adult education program in Cooke, Grayson and Fannin Counties that uses a non-traditional approach to prepare adults for the workforce.

30. Presenter: Robin Bowman, Owner
Marketwise

Title: *"Dare to Dream: Overcoming the Barriers to Women's Success"*

Wynd F

This session will explore the numerous barriers that prevent equality in the workplace, preventing qualified women from reaching success. It will outline the internal and external barriers and give insights into effective tools to surmount these barriers.

1:30 - 3:30 -- JOINT PLANNING PANEL

F SESSIONS -- Friday, June 11, 3:45-4:30

32. Presenter: Mr. Dan Bankey, Director of Employment & Training
Heart of Texas Council of Governments

Title: *"Non-Traditional Employment for Women"*

Wynd F

This presentation will cover content and purpose for HOTCOG's.

33. Presenter: Candice Mallard, Program Director
Texas Department of Human Services

Room

Title: *"Who's Listening?"*

Wynd A

This session will discuss the startling results of a study conducted in Dallas for welfare mothers regarding their learned behavior patterns that are similar to the deaf population. Participants in this session will receive an eight step implementation guide to improve instruction and success rates of at-risk adults in learning programs.

34. Presenter: Charlotte Bullard, Coordinator of Support Services (*LPC)
Grayson College

Title: *"What's a Nice Girl Like You Doing in a Job Like This"*

Wynd E

Participants will look at the historical events which lead to gender inequity in the workforce as well as the classroom. Techniques for overcoming gender bias will be presented.

35. Presenter: Donna Fisher, Trainer
Discovery Seminars

Title: *"The Ten Commandments of Networking - Networking: A new Approach to Team building Pride in the Workplace"*

104

Networking is a natural process of people connecting, relating and sharing resources with one another. It is up to you to nurture, activate, and build your network so that it is a source of motivation, empowerment, and synergy. Discover the ten steps to having a strong "net" of support for your business and your life.

36. Presenter: Bill Browning, Executive Business Coach

Title: *"The Power of Attraction"*

Wynd B

We attract people and situations into our life each and every day. this course is designed to help you discover the qualities and teach you the skills to attract the very best into your life.

Friday, June 11

9:00 a.m. Third General Session (Ballroom)

Panel Presentation: *Role Models for Nontraditional Careers*

Moderator: Will Reece, Education Liaison, Texas Employment Commission, Austin

Panel: Gordon Bacon, Director, Child Development Center, Harker Heights
Margarine Beaman, Vice President, Beaman Metal Company, Inc., Austin
Denise Bollom, Executive Board Member, United Auto Workers Local #218, Hurst
Alicia Browner, Consulting Scientist, Lockheed Corporation, Austin
Suzanne La Brecque, Dean, School of Merchandising and Hospitality Management,
University of North Texas, Denton

10:30 a.m. Break (Ballroom)

10:40 a.m.

to

11:20 a.m. Interest Sessions (See Matrix)

11:30 a.m.

to

12:15 p.m. Interest Sessions

12:15 p.m. Break for Lunch

1:30 p.m. Fourth General Session (Ballroom)

Panel: *Joint Planning*

Panel: Sarah Bailey, Texas Department of Commerce, Work Force Development Division
Daniel Bankey, Director, Employment and Training, Heart of Texas Council of
Government, Waco
Laurelyn Carlisle, Program Director for Federal Projects, Texas Higher Education
Coordinating Board
Jack Eshelman, Unit Supervisor, Employment Services, Texas Department
of Human Services
Jensey McGraw, Texas Employment Commission
Gina Starr Hill, Texas Department of Commerce, Work Force Development Division

3:30 p.m. Break (Foyer)

3:45 p.m.

to

4:30 p.m. Interest Sessions (See Matrix)

Project Advisory Committee for Improving Gender Equity in Career/Technical Education

Yvonne Abatso
Women in Skilled Trades

Margarine Beaman
Beaman Metal Company, Inc.

Nancy Benson
Hamlin Middle School
Corpus Christi ISD

Carlotte Brantley
Texas Department of Human
Services

Charlotte Bullard
Grayson County College

Debby Carey
Texas State College-Amarillo

Nancy Davis
Lamar University

John "Jack" Eshelman
Texas Department of Human
Services

Richard Froeschle
State Occupational Information
Coordinating Committee

Judith Hetherly
Texas Education Agency

Gina Starr Hill
Texas Department of
Commerce

Melody Johnson
Texas Education Agency

Jerry King
Trinity Valley Community
College

Mary Levandovsky
Central Texas College

John McHugh
Texas Employment
Commission

Dottie Oelkers
Fort Bend ISD

Sue Pardue
Odessa College

Mary Perkins
State Board of Education

Ramiro Ramirez
Laredo Junior College

Will Reece
Texas Employment
Commission

Lynda Rife
Texas State Council of
Vocational Education

Adriana Stanley
Tyler Junior College

Nita Wyatt
North Richland Hills High
School, Birdville ISD

What is Gender Equity?

The existence of conditions that give girls and boys, women and men, the same opportunities and choices to advance themselves in

Gender equity aspires to human attitudes, hobbies, ideas, social activities of life are not restricted rather are a pallet of experiences We must all work together to



education, training, and careers. man liberation — to a time when jobs, etiquette, parenting and all the other or denied on the basis of sex, but to select from, regardless of sex. achieve equity.

UNIVERSITY OF NORTH TEXAS
STATEWIDE CONFERENCE ON IMPROVING GENDER EQUITY IN CAREER/TECHNICAL EDUCATION WAGES

CONFERENCE AT A GLANCE	Thursday, June 10							Friday, June 11				
	8:30 9:00	9:00 9:30	9:30 11:00	11:15 12:00	1:00 2:30	2:45 3:30	3:45 4:30	9:00 10:30	10:40 11:20	11:30 12:15	1:30 3:30	3:45 4:30
1. REGISTRATION (ALL)	Lobby											
2. OFFICIAL WELCOME (ALL)		Ball										
3. KEY NOTE ADDRESS (ALL)			Ball									
4. "New Horizons" (SP)				F								
5. "Dreams Realized through Comprehensive Single Parent Program" (SP)				B								
6. "The Teddy Bear Connection" (SP)				E								
7. "If You Ain't Getting Better, Your Getting Worse" (ALL)				104								
8. "Career Academy Equals Equity" (ALL)				A								
9. EDUCATION LEADERSHIP PANEL (ALL)					Ball							
10. "Manuals for Gender Equity" (GE)						E						
11. "Career Choice/Career Pathways" (ALL)						102						
12. "Can't You Hear Me Talking" (ALL)						B						
13. "Single Parent/Pregnant Teenager Programs in Small Schools" (SP)						A						
14. "Open the Door to a Different Approach to Learning" (ALL)						104						
15. "Gender Equity Goals of the Job Training Partnership Act"						F						
16. "Welfare Reform & Restructuring" (ALL)							102					
17. "Teen Pregnancy Prevention: Middle School Outreach" (SP)							104					
18. "Sharing Session for Single Parent Program Coordinator/Staff" (SP)							E					
19. "Where Are We Today" (ALL)							A					
20. "The Gender Game - Who's on First" (GE)							F					
21. ROLE MODELS FOR NONTRADITIONAL CAREERS PANEL (ALL)								Ball				
22. "Changing Minds for Changing Times" (ALL)									104			
23. "Activities & Service of Single Parent Program" (SP)									F			
24. "Project Opportunity" (ALL)									E			
25. "The Language of Equity" (ALL)									A			
26. "Where Are They Now" (SP)									B			
27. "Meeting the Teen Pregnancy Problem Head-On" (SP)										104		
28. "The Community College Experience for Single Parents" (SP)										B		
29. "Non-Traditional Adult Education for Welfare Recipients"										E		
30. "Dare to Dream: Overcoming the Barrier to Women Success"										F		
31. JOINT PLANNING PANEL (ALL)											Ball	
32. "Non-Traditional Employment for Women" (ALL)												F
33. "Who's Listening?" (ALL)												A
34. "What's a Nice Girl Like You Doing in a Job Like This"												E
35. "The Ten Commandments of Networking" (ALL)												104
36. "The Power of Attraction" (ALL)												B

Name _____

Address _____ City _____

State _____ Zip _____

136

VERIFICATION OF ATTENDANCE

(Check the credits for which you are applying)
 CEU _____ LPC _____ Other _____

By: _____
 Dr. Jessie Teddlie, Project Facilitator

Signature of Participant _____

Jane Fletcher White & Associates

5406 Olympia Fields Lane
Houston, Texas 77069
(713) 444-6825

CHOICE - SHOULD I, CAN I, AND WILL I and IF SO . . . HOW?

How many times have you asked yourself these questions? Probably, on a daily basis. The choice you make will affect you both *personally* and *professionally*. Saying "YES" to these questions warrants change and action. You **CAN** do it! We sometimes need that extra push and a spark to ignite the strength and power within us. Jane will . . .

- Show you that you **DO** have alternatives and **CAN** master adverse conditions
- Help you realize that there **IS** opportunity in change -- with **POSITIVE** results
- Enable you to see that the **ONLY** limitations you have are **SELF-IMPOSED**
- Encourage **BELIEF** in yourself -- the answer lies in the power that **YOU** possess!

Jane captivates her audience with her enthusiasm for life itself. She is a highly respected motivational speaker who will touch your heart and touch your life in a way you never thought possible!



"You were the **HIGHLIGHT** of our conference . . . just what our managers needed!" *Kelly Smith, Kroger Foods*

"You really made the healthcare workers appreciate the work they do!"
Jackie Johnson, RN, St. Louis

"Your presentation makes me want to start eye-words."

"Wonderful! Varied, informative and"

CHANGE OF PROGRAM
Jane Fletcher White
will present

CHANGING MINDS FOR CHANGING TIMES
on Friday Morning at 10:40 in Room 104
rather than the scheduled speaker.

MOST

CHANGING MINDS FOR

You want me to do W
speed" world of today, change
reap the benefits it will bring.

DARE TO MAKE A D.

Actions speak louder than
words. To stimulate, persuade and inspire
immediate action toward life-changing goals.

SOS (Simply Outstanding Service) - On . . . How to make your company the "Company of Choice".

Service -- the key to **SUCCESS!** And, by success, we mean taking steps to stay on top of customer needs and desires. Jane's presentation fine tunes ways in which your customers will notice your sincere efforts to give them "Simply Outstanding Service" and keep that customer coming back!

HOW TO ACQUIRE PERFECT PMS! - On . . .

Creating up to a Positive Mental State.
The world is full of positive people -- did someone forget to tell them? Negative into Positive -- sounds silly, but customers remember and definitely have this attitude during the glass half full period of self-empty, whether in personal or business life. PMS will never be the same again!



Why?

2. In your opinion, what was the least productive activity in the session?

Why?

3. What do you consider top priority topics for future staff development activities?

4. Other comments regarding this session:

STATEWIDE CONFERENCE ON IMPROVING GENDER EQUITY
IN CAREER/TECHNICAL EDUCATION
Workforce Access through Gender Equity Success (WAGES)
June 10-11, 1993

Conference Evaluations

The participants rated the sessions based on questions asked, with a scale from 5 to 1, with 5 being the highest rating of agreement.

Keynote Address: Wilma Vaught, Brigadier General (Retired)
United States Air Force
President, Women in Military Service for America

Overall Rating: 4.8

- | | |
|---|-----|
| 1. The speaker was professional and entertaining | 4.5 |
| 2. The information presented was appropriate for the kick-off session of this conference. | 5.0 |
| 3. The information presented will be useful to me. | 4.5 |
| 4. The speaker chosen was appropriate for this session. | 4.5 |
| 5. The speaker was knowledgeable. | 5.0 |
| 6. The speaker's opening statements contributed to a better understanding of the subject. | 5.0 |
| 7. The amount of information covered was adequate. | 5.0 |
| 8. The speaker was sensitive to the needs of the participants. | 5.0 |
| 9. The speaker created a climate of credibility. | 5.0 |
| 10. The speaker was effective in conveying the information. | 5.0 |
| 11. The overall quality of the session was... | 5.0 |

Comments: Would love to hear her again; Wonderful; Inspirational, Great role model, I want a copy of the video.

Concurrent Interest Sessions

Judy S. Knight, Project Director
Gayle Millican, School Age Parent Educator

Overall Rating: 4.5

"New Horizons", Garland ISD's Single Parent/School Age Parenting Education Program

- | | | |
|-----|--|-----|
| 1. | The goals and objectives of the session were stated very clearly. | 4.4 |
| 2. | The information presented addressed a need in my school or district. | 4.4 |
| 3. | The information presented will be useful in the performance of my duties. | 4.4 |
| 4. | The amount of information covered was adequate. | 4.4 |
| 5. | When applicable, the amount of participant involvement in this session contributed to a better understanding of the content. | 4.2 |
| 6. | When applicable, visual aids contributed to the effective delivery of information. | 4.2 |
| 7. | The presenter was sensitive to the needs of the participants. | 4.8 |
| 8. | The presenter created a climate of credibility. | 4.8 |
| 9. | The presenter was effective in conveying the information. | 4.6 |
| 10. | The overall quality of the session was (excellent/very good/good/fair/poor) | 4.8 |

Comments:

Page 2:

1. Asking participants where they were from and their needs; finding out how their school programs are run; explanation of services very complete.

Jane Westbrook, Community Services Director
Kathy Barakis, Vocational Career Specialist

Overall Rating: Omitted
evaluation.

*"Dreams Realized through a Comprehensive Single
Parent Program."*

- | | | |
|-----|--|----|
| 1. | The goals and objectives of the session were stated very clearly. | NA |
| 2. | The information presented addressed a need in my school or district. | NA |
| 3. | The information presented will be useful in the performance of my duties. | NA |
| 4. | The amount of information covered was adequate. | NA |
| 5. | When applicable, the amount of participant involvement in this session contributed to a better understanding of the content. | NA |
| 6. | When applicable, visual aids contributed to the effective delivery of information. | NA |
| 7. | The presenter was sensitive to the needs of the participants. | NA |
| 8. | The presenter created a climate of credibility. | NA |
| 9. | The presenter was effective in conveying the information. | NA |
| 10. | The overall quality of the session was (excellent/very good/good/fair/poor) | NA |

Comments: None

Susie Johnson, School Counselor,
Winters High School

Overall Rating: 4.2

"The Teddy Bear Connection"

- | | | |
|-----|--|-----|
| 1. | The goals and objectives of the session were stated very clearly. | 4.3 |
| 2. | The information presented addressed a need in my school or district. | 3.8 |
| 3. | The information presented will be useful in the performance of my duties. | 3.6 |
| 4. | The amount of information covered was adequate. | 4.3 |
| 5. | When applicable, the amount of participant involvement in this session contributed to a better understanding of the content. | 4.2 |
| 6. | When applicable, visual aids contributed to the effective delivery of information. | 4.2 |
| 7. | The presenter was sensitive to the needs of the participants. | 4.7 |
| 8. | The presenter created a climate of credibility. | 4.3 |
| 9. | The presenter was effective in conveying the information. | 4.5 |
| 10. | The overall quality of the session was (excellent/very good/good/fair/poor) | 4.2 |

Comments: Page 2:

1. Discussion informally done; a chance to share information; sharing informally between members of audience - our school district is considering latch key program; sharing, patience of presenter in answering questions, enthusiasm of presenter; not an organized speech; the information was very beneficial - it opened a new arena for me- I just was not aware of the depth of the program.
2. Need more handouts - structure; explanations too long; NA.
3. Learning new grant and program activities; organization.

Dr. Vickie Geisel, Director of Support Services
Tyler Junior College

Overall Rating: 4.2

"If You Ain't Getting Better, You're Getting Worse."

- | | | |
|-----|--|-----|
| 1. | The goals and objectives of the session were stated very clearly. | 4.2 |
| 2. | The information presented addressed a need in my school or district. | 4.2 |
| 3. | The information presented will be useful in the performance of my duties. | 4.0 |
| 4. | The amount of information covered was adequate. | 3.8 |
| 5. | When applicable, the amount of participant involvement in this session contributed to a better understanding of the content. | 4.2 |
| 6. | When applicable, visual aids contributed to the effective delivery of information. | 4.5 |
| 7. | The presenter was sensitive to the needs of the participants. | 4.3 |
| 8. | The presenter created a climate of credibility. | 4.3 |
| 9. | The presenter was effective in conveying the information. | 4.3 |
| 10. | The overall quality of the session was (excellent/very good/good/fair/poor) | 4.2 |

Comments: Page 2:

1. Video presentation - main focus of session; video; video - unique approach for job interviewing techniques; video - heart of program; previewing video; good job and good video.
2. No handouts/materials provided or information exchanged other than the video presented; fill out evaluations; video really dealt with common tense & extremes - may be good for students though.
4. Felt that minutes used to portray stereotypic roles (i.e. Hispanic - shy - insecure- soft spoken and black - popping gum - fleshy with glossy lipstick.

Joyce Hooper, Director, Career/Technical
Education, Tyler Junior College

Overall Rating: 4.2

"Career Academy Equals Equity"

- | | | |
|-----|--|-----|
| 1. | The goals and objectives of the session were stated very clearly. | 4.2 |
| 2. | The information presented addressed a need in my school or district. | 3.8 |
| 3. | The information presented will be useful in the performance of my duties. | 3.6 |
| 4. | The amount of information covered was adequate. | 4.1 |
| 5. | When applicable, the amount of participant involvement in this session contributed to a better understanding of the content. | 4.3 |
| 6. | When applicable, visual aids contributed to the effective delivery of information. | 4.4 |
| 7. | The presenter was sensitive to the needs of the participants. | 4.3 |
| 8. | The presenter created a climate of credibility. | 4.3 |
| 9. | The presenter was effective in conveying the information. | 4.4 |
| 10. | The overall quality of the session was (excellent/very good/good/fair/poor) | 4.2 |

Comments: Page 2:

1. Question/answer interaction clarified some issues; both presentation and handouts makes sense and needed in my district; clarification through question and answer; clear explanations via overheads as to how program was set up; information provided.
2. Time was not used (management of time period) too long of time allotted (introduction of program vague); lead teacher = male science teacher, community outreach = "She's" a very outgoing person, Will kids see shared leadership?; need introduction of what's happening in Career Academy.
3. Students' interacting; probably more parental involvement; Tech Prep; innovative career/tech prep programs.

4. Great concept; equal equity - How when only 120 out of 700 students served?; I can't comment a lot because I'm a community college counselor and this wasn't helpful to my population - no tie in; started late resulting in extending into lunch hour; Great presentation - my mistake - I was thinking the program interacted more with a postsecondary institution.

EDUCATION LEADERSHIP PANEL

Moderator: Dr. Vickie Geisel; **Panelists:** Anna Auvenshine, Texas Higher Education Coordinating Board; Sylvia Clark, Texas Education Agency; Judith Hetherly, Texas Education Agency; Mary Perkins, State Board of Education.

Overall Rating: 4.1

- | | |
|---|-----|
| 1. The speaker was professional and entertaining. | 4.0 |
| 2. The information presented was appropriate for the kick-off session of this conference. | 4.0 |
| 3. The information presented will be useful to me. | 4.0 |
| 4. The speaker chosen was appropriate for this session. | 4.5 |
| 5. The speaker was knowledgeable. | 4.5 |
| 6. The speaker's opening statements contributed to a better understanding of the subject. | 4.5 |
| 7. The amount of information covered was adequate. | 3.5 |
| 8. The speaker was sensitive to the needs of the participants. | 4.5 |
| 9. The speaker created a climate of credibility. | 4.0 |
| 10. The speaker was effective in conveying the information. | 3.5 |
| 11. The overall quality of the session was... | 4.0 |

Comments: Good information; We needed to hear Mary Perkins; Informative; Really enjoyed Mary Perkins! This was my first opportunity to hear her speak. She has some great ideas. I wish her a sincere "Good Luck" in her efforts to modernize education in Texas.

Carlotta Williams, Gender Equity Specialist,
Fort Bend ISD

Overall Rating: 4.8

"Manuals for Gender Equity"

- | | | |
|-----|--|-----|
| 1. | The goals and objectives of the session were stated very clearly. | 4.7 |
| 2. | The information presented addressed a need in my school or district. | 4.7 |
| 3. | The information presented will be useful in the performance of my duties. | 4.8 |
| 4. | The amount of information covered was adequate. | 4.9 |
| 5. | When applicable, the amount of participant involvement in this session contributed to a better understanding of the content. | 4.8 |
| 6. | When applicable, visual aids contributed to the effective delivery of information. | 4.8 |
| 7. | The presenter was sensitive to the needs of the participants. | 4.9 |
| 8. | The presenter created a climate of credibility. | 4.8 |
| 9. | The presenter was effective in conveying the information. | 4.8 |
| 10. | The overall quality of the session was (excellent/very good/good/fair/poor) | 4.8 |

Comments: Page 2:

1. Understanding what gender issues are and how they limit or can limit a person's opportunities to career choice; her program manual - I could use as example at my postsecondary training center; participation of audience and type of presenter; presentation of presenter - super!; activities and overheads.
2. None; game.
3. More of the same; handout how to create a manual - distribute sample; redo this one.

4. Great presenter; Variety of activities was great; gender bias exist in the lyrics of the song.

Sylvia Clark, Director of Vocational Guidance
Services, Texas Education Agency

Overall Rating: 4.7

"Career Choice/Career Pathways"

- | | | |
|-----|--|-----|
| 1. | The goals and objectives of the session were stated very clearly. | 4.8 |
| 2. | The information presented addressed a need in my school or district. | 4.6 |
| 3. | The information presented will be useful in the performance of my duties. | 4.3 |
| 4. | The amount of information covered was adequate. | 4.8 |
| 5. | When applicable, the amount of participant involvement in this session contributed to a better understanding of the content. | 4.3 |
| 6. | When applicable, visual aids contributed to the effective delivery of information. | 4.7 |
| 7. | The presenter was sensitive to the needs of the participants. | 4.6 |
| 8. | The presenter created a climate of credibility. | 5.0 |
| 9. | The presenter was effective in conveying the information. | 4.8 |
| 10. | The overall quality of the session was (excellent/very good/good/fair/poor) | 4.8 |

Comments: Page 2:

1. Explanation of career plan and coherent sequence; the logic for the approach; the handouts and info; overheads/handouts - thorough; planning a "coherent sequence" of courses and her definitions of CSC; all of it; explanation of coherent sequences of courses - we need to be prepared in order to work with our young people.
2. Completing the evaluation form - put evaluation on one overall evaluation and save trees, much of this info is not pertinent to the sessions; Did a great job.

3. Excellence and equity, learning styles, recruitment in vocational programs;
current trends in edu., state laws in interpretation of these, labor market
info.
4. Informative and well presented, presenter is most knowledgeable; excellent
handouts.

Maura Cleland Beatty, President
Alpha Beatty Communications

Overall Rating: 4.7

"Can't You Hear Me Talking?"

- | | | |
|-----|--|-----|
| 1. | The goals and objectives of the session were stated very clearly. | 4.8 |
| 2. | The information presented addressed a need in my school or district. | 4.4 |
| 3. | The information presented will be useful in the performance of my duties. | 4.6 |
| 4. | The amount of information covered was adequate. | 4.6 |
| 5. | When applicable, the amount of participant involvement in this session contributed to a better understanding of the content. | 4.6 |
| 6. | When applicable, visual aids contributed to the effective delivery of information. | 4.7 |
| 7. | The presenter was sensitive to the needs of the participants. | 4.9 |
| 8. | The presenter created a climate of credibility. | 4.9 |
| 9. | The presenter was effective in conveying the information. | 4.7 |
| 10. | The overall quality of the session was (excellent/very good/good/fair/poor) | 4.7 |

Comments: Page 2:

1. Great; very good; the discussion about the personality types; explanations of the various personality types and learning styles - I can use info both at school and at home; discovering what my character was/is - self awareness; self-actualization; communication styles; good handouts - good visuals; communication styles; just nice to sit back, not be in charge and experience an excellent speaker; all activities - informative.
2. Nothing..
3. Communication skills.

4. Great; great - it would have been interesting to see examples of how these styles could be connected to students; very good - I'd like to get Maura for an inservice at my school; enjoyed it; excellent workshop; both content and speaker; the presenter was great.

Joe Nation, Curriculum Director
Ballinger ISD

Overall Rating: 4.9

*"Single Parent and Pregnant Teenager
Programs in Small Rural Schools"*

- | | | |
|-----|--|-----|
| 1. | The goals and objectives of the session were stated very clearly. | 5.0 |
| 2. | The information presented addressed a need in my school or district. | 4.8 |
| 3. | The information presented will be useful in the performance of my duties. | 4.8 |
| 4. | The amount of information covered was adequate. | 4.8 |
| 5. | When applicable, the amount of participant involvement in this session contributed to a better understanding of the content. | 4.8 |
| 6. | When applicable, visual aids contributed to the effective delivery of information. | 4.5 |
| 7. | The presenter was sensitive to the needs of the participants. | 5.0 |
| 8. | The presenter created a climate of credibility. | 4.8 |
| 9. | The presenter was effective in conveying the information. | 5.0 |
| 10. | The overall quality of the session was (excellent/very good/good/fair/poor) | 5.0 |

Comments: None

Mary Ann Colin, Director
Kingsville ISD

Overall Rating: Evaluations
Omitted

"Open the Door to a Different Approach to Learning"

1. The goals and objectives of the session were stated very clearly.
2. The information presented addressed a need in my school or district.
3. The information presented will be useful in the performance of my duties.
4. The amount of information covered was adequate.
5. When applicable, the amount of participant involvement in this session contributed to a better understanding of the content.
6. When applicable, visual aids contributed to the effective delivery of information.
7. The presenter was sensitive to the needs of the participants.
8. The presenter created a climate of credibility.
9. The presenter was effective in conveying the information.
10. The overall quality of the session was (excellent/very good/good/fair/poor)

Comments: Page 2:

1. Information for the future - some of my students will be affected; the new legislative bill - it affects my grants; handouts.
2. Didn't say how equity was used in the organization ...what are the goals; noise from session next door.
3. Just - updates; New legislative bill.
4. Very interested to see how the new workforce will work; interesting, informative; enjoyed!;

Judy McDonald, Program Director
Tarrant County Employment & Training

Overall Rating: 3.9

*"Gender Equity Goals of the Job Training
Partnership Act"*

- | | | |
|-----|--|-----|
| 1. | The goals and objectives of the session were stated very clearly. | 4.0 |
| 2. | The information presented addressed a need in my school or district. | 4.0 |
| 3. | The information presented will be useful in the performance of my duties. | 4.1 |
| 4. | The amount of information covered was adequate. | 4.1 |
| 5. | When applicable, the amount of participant involvement in this session contributed to a better understanding of the content. | 3.6 |
| 6. | When applicable, visual aids contributed to the effective delivery of information. | 2.8 |
| 7. | The presenter was sensitive to the needs of the participants. | 4.4 |
| 8. | The presenter created a climate of credibility. | 4.3 |
| 9. | The presenter was effective in conveying the information. | 4.1 |
| 10. | The overall quality of the session was (excellent/very good/good/fair/poor) | 4.0 |

Comments:

Ellen Skinner, Department Director
Texas Department of Human Services

Overall Rating: 4.9

"Welfare Reform and Restructuring"

- | | | |
|-----|--|-----|
| 1. | The goals and objectives of the session were stated very clearly. | 5.0 |
| 2. | The information presented addressed a need in my school or district. | 5.0 |
| 3. | The information presented will be useful in the performance of my duties. | 4.8 |
| 4. | The amount of information covered was adequate. | 5.0 |
| 5. | When applicable, the amount of participant involvement in this session contributed to a better understanding of the content. | 5.0 |
| 6. | When applicable, visual aids contributed to the effective delivery of information. | 4.6 |
| 7. | The presenter was sensitive to the needs of the participants. | 5.0 |
| 8. | The presenter created a climate of credibility. | 5.0 |
| 9. | The presenter was effective in conveying the information. | 5.0 |
| 10. | The overall quality of the session was (excellent/very good/good/fair/poor) | 5.0 |

Comments: Page 2:

1. Group discussion and true information; I knew very little and learned a lot.

Kathy Jimerson, Teen Parent Facilitator
Grand Prairie ISD

Overall Rating: 5.0

"Teen Pregnancy Prevention: Middle School Outreach"

- | | | |
|-----|--|-----|
| 1. | The goals and objectives of the session were stated very clearly. | 5.0 |
| 2. | The information presented addressed a need in my school or district. | 5.0 |
| 3. | The information presented will be useful in the performance of my duties. | 5.0 |
| 4. | The amount of information covered was adequate. | 5.0 |
| 5. | When applicable, the amount of participant involvement in this session contributed to a better understanding of the content. | 5.0 |
| 6. | When applicable, visual aids contributed to the effective delivery of information. | 5.0 |
| 7. | The presenter was sensitive to the needs of the participants. | 5.0 |
| 8. | The presenter created a climate of credibility. | 5.0 |
| 9. | The presenter was effective in conveying the information. | 5.0 |
| 10. | The overall quality of the session was (excellent/very good/good/fair/poor) | 5.0 |

Comments: Page 2:

1. Wow, what a great video!; this video is more than excellent - excellent taste and content; video - all options - kids telling their own story - a way to prevent teen pregnancy that schools will buy.
2. Not long enough wanted more info on entire deal.
3. Other prevention activities and such;
4. Great job, Kathy; loved Kathy; great video.

Betty Brown, Cooke County Coop Program Coordinator
Gainesville ISD

Overall Rating: 4.7

"Sharing Session for Single Parent Program Coordinator/Staff"

- | | | |
|-----|--|-----|
| 1. | The goals and objectives of the session were stated very clearly. | 4.9 |
| 2. | The information presented addressed a need in my school or district. | 4.5 |
| 3. | The information presented will be useful in the performance of my duties. | 4.5 |
| 4. | The amount of information covered was adequate. | 4.6 |
| 5. | When applicable, the amount of participant involvement in this session contributed to a better understanding of the content. | 4.7 |
| 6. | When applicable, visual aids contributed to the effective delivery of information. | 4.8 |
| 7. | The presenter was sensitive to the needs of the participants. | 4.8 |
| 8. | The presenter created a climate of credibility. | 4.7 |
| 9. | The presenter was effective in conveying the information. | 4.9 |
| 10. | The overall quality of the session was (excellent/very good/good/fair/poor) | 4.7 |

Comments: Page 2:

1. All had interesting, innovative programs; sharing ideas and resources; sharing ideas; info from others; sharing; the practical ideas given; new ideas/spread the knowledge; too much content - not enough time.
2. No representative from junior college single parenting programs; selling; very few got to share; overtime; (Humble) Jo Priddy said several times she had been "bumped" from program so she gave her planned presentation in sharing session. Others didn't get to share. Presenter tried to go on to others and Humble wouldn't stop! Everyone should have time to share; give more vocational info; too much content and not enough to share.
3. Rap Sessions is great.

Warren Bassham, District Manager - Education
Southwestern Bell Telephone Company

Overall Rating: 4.3

"Where Are We Today?"

- | | | |
|-----|--|-----|
| 1. | The goals and objectives of the session were stated very clearly. | 4.3 |
| 2. | The information presented addressed a need in my school or district. | 4.3 |
| 3. | The information presented will be useful in the performance of my duties. | 4.3 |
| 4. | The amount of information covered was adequate. | 4.3 |
| 5. | When applicable, the amount of participant involvement in this session contributed to a better understanding of the content. | 4.3 |
| 6. | When applicable, visual aids contributed to the effective delivery of information. | 4.3 |
| 7. | The presenter was sensitive to the needs of the participants. | 4.3 |
| 8. | The presenter created a climate of credibility. | 4.5 |
| 9. | The presenter was effective in conveying the information. | 4.5 |
| 10. | The overall quality of the session was (excellent/very good/good/fair/poor) | 4.3 |

Comments: Page 2:

1. Enthusiasm of presenter; presentation was most comfortable, very knowledgeable, great (cola) "handouts", etc.
2. None - did a great job.
4. Great presentation, very informative; relevant information.

Robbye Nesmith, Director - Career Center
Navarro College
"The Gender Game -- Who's On First?"

Overall Rating: 3.9

- | | | |
|-----|--|-----|
| 1. | The goals and objectives of the session were stated very clearly. | 3.8 |
| 2. | The information presented addressed a need in my school or district. | 3.9 |
| 3. | The information presented will be useful in the performance of my duties. | 4.0 |
| 4. | The amount of information covered was adequate. | 3.8 |
| 5. | When applicable, the amount of participant involvement in this session contributed to a better understanding of the content. | 3.8 |
| 6. | When applicable, visual aids contributed to the effective delivery of information. | 4.3 |
| 7. | The presenter was sensitive to the needs of the participants. | 4.0 |
| 8. | The presenter created a climate of credibility. | 4.1 |
| 9. | The presenter was effective in conveying the information. | 3.7 |
| 10. | The overall quality of the session was (excellent/very good/good/fair/poor) | 3.8 |

Comments: Page 2:

1. The resources identified; information and handouts; printed materials and sharing ideas always learn from others' comments; getting info we could take home in the form of handouts easier to share with others to think and reflect on; handouts.

2. Not much information verbally communicated; Short amount of time; too much valuable time wasted on handing out handouts.

3. Cultural diversity sensitivity; sexual harassment; more of the same; multicultural activities and issues.

4. I enjoyed it; I liked it; informative and thought provoking.

ROLE MODELS FOR NONTRADITIONAL CAREERS PANEL

Moderator: Will Reece

Panelists: Gordon Bacon, Harker Heights;

Margarine Beaman, Beaman Metal Company, Inc;

Denise Bollom, United Auto Workers Local #218;

Alicia Browner, Lockheed Corporation;

Suzanne LaBrecque, University of North Texas.

Overall Rating: 4.5

- | | |
|---|-----|
| 1. The speaker was professional and entertaining. | 4.0 |
| 2. The information presented was appropriate for the kick-off session of this conference. | 5.0 |
| 3. The information presented will be useful to me. | 5.0 |
| 4. The speaker chosen was appropriate for this session. | 4.5 |
| 5. The speaker was knowledgeable. | 4.5 |
| 6. The speaker's opening statements contributed to a better understanding of the subject. | 4.5 |
| 7. The amount of information covered was adequate. | 4.5 |
| 8. The speaker was sensitive to the needs of the participants. | 4.0 |
| 9. The speaker created a climate of credibility. | 4.5 |
| 10. The speaker was effective in conveying the information. | 4.5 |
| 11. The overall quality of the session was... | 4.5 |

Comments: Inspirational; Great diversity; Good choices, I want a copy of the video; Great!; Wonderful.

Jane Fletcher White

CHOICE - SHOULD I, CAN I, WILL I AND IF SO. . . WHO?

Overall Rating: 4.7

How many times have you asked yourself these questions? Probably on a daily basis. The choice you make will affect you both *personally and professionally*. Jane captivates her audience with her enthusiasm for life itself. We sometimes need that extra push and a spark to ignite the strength and power within us.

- | | | |
|-----|--|-----|
| 1. | The goals and objectives of the session were stated very clearly. | 4.7 |
| 2. | The information presented addressed a need in my school or district. | 4.6 |
| 3. | The information presented will be useful in the performance of my duties. | 4.8 |
| 4. | The amount of information covered was adequate. | 4.7 |
| 5. | When applicable, the amount of participant involvement in this session contributed to a better understanding of the content. | 4.3 |
| 6. | When applicable, visual aids contributed to the effective delivery of information. | 4.4 |
| 7. | The presenter was sensitive to the needs of the participants. | 4.8 |
| 8. | The presenter created a climate of credibility. | 4.9 |
| 9. | The presenter was effective in conveying the information. | 4.9 |
| 10. | The overall quality of the session was (excellent/very good/good/fair/poor) | 4.8 |

Comments: Page 2:

1. Motivational thoughts and quotes made me feel better; change can be positive; good through workbook, questions and answers; attitude of presenter; very motivational; the entire session - she is a very dynamic speaker; ideas of targeting nontraditional jobs, equipment and students; dynamic speaker.
3. Motivation and change; recruitment for nontraditional and marketing.

4. Jane is terrific, what a good role model, I'm glad she came in; the presenter was dynamic - the best; wonderful enthusiasm, motivational- great way with words; finally a session that matches its description in the schedule and can be applied to all professions; wonderful session; so inspirational - you really touched some sensitive spots and it felt great!

Harry Meyer, Vocational Director
Lockhard ISD

Overall Rating: 4.1

"Activities and Services of Single Parent Programs"

- | | | |
|-----|--|-----|
| 1. | The goals and objectives of the session were stated very clearly. | 3.8 |
| 2. | The information presented addressed a need in my school or district. | 4.4 |
| 3. | The information presented will be useful in the performance of my duties. | 3.4 |
| 4. | The amount of information covered was adequate. | 4.0 |
| 5. | When applicable, the amount of participant involvement in this session contributed to a better understanding of the content. | 4.0 |
| 6. | When applicable, visual aids contributed to the effective delivery of information. | 4.4 |
| 7. | The presenter was sensitive to the needs of the participants. | 4.4 |
| 8. | The presenter created a climate of credibility. | 4.4 |
| 9. | The presenter was effective in conveying the information. | 4.2 |
| 10. | The overall quality of the session was (excellent/very good/good/fair/poor) | 4.2 |

Comments: Page 2:

1. Interaction and information.
4. Excellent info on the child care center for the ISD I work with!

Rachel Ortiz, Coordinator
M. J. Linney, Specialist
El Paso Community College

Overall Rating: 4.5

*"Project Opportunity: Helping Low-Income Women
Succeed Through Education in Non-Traditional Careers"*

- | | | |
|-----|--|-----|
| 1. | The goals and objectives of the session were stated very clearly. | 4.6 |
| 2. | The information presented addressed a need in my school or district. | 4.5 |
| 3. | The information presented will be useful in the performance of my duties. | 4.5 |
| 4. | The amount of information covered was adequate. | 4.5 |
| 5. | When applicable, the amount of participant involvement in this session contributed to a better understanding of the content. | 4.5 |
| 6. | When applicable, visual aids contributed to the effective delivery of information. | 4.5 |
| 7. | The presenter was sensitive to the needs of the participants. | 4.6 |
| 8. | The presenter created a climate of credibility. | 4.7 |
| 9. | The presenter was effective in conveying the information. | 4.5 |
| 10. | The overall quality of the session was (excellent/very good/good/fair/poor) | 4.5 |

Comments: Page 2:

1. The handouts and going over the self-investment course, it gave me a lot of good activities and ideas; the handbook about Project Opportunity - clear concise; very innovative program; discussing classes offered.

4. I benefited from this workshop; I wish you had brought more samples of your resource materials from the self-investment class.

Sandy Purcell Carter, Equity Specialist

Overall Rating: 4.8

"The Language of Equity"

- | | | |
|-----|--|-----|
| 1. | The goals and objectives of the session were stated very clearly. | 4.6 |
| 2. | The information presented addressed a need in my school or district. | 4.7 |
| 3. | The information presented will be useful in the performance of my duties. | 4.7 |
| 4. | The amount of information covered was adequate. | 4.7 |
| 5. | When applicable, the amount of participant involvement in this session contributed to a better understanding of the content. | 4.7 |
| 6. | When applicable, visual aids contributed to the effective delivery of information. | 4.8 |
| 7. | The presenter was sensitive to the needs of the participants. | 4.9 |
| 8. | The presenter created a climate of credibility. | 4.9 |
| 9. | The presenter was effective in conveying the information. | 4.9 |
| 10. | The overall quality of the session was (excellent/very good/good/fair/poor) | 4.8 |

Comments: Page 2:

1. The activities were very effective, involves all the participants and provides opportunity to move around; name exchange-promotes self-awareness; interaction with others; this whole session was helpful, informative and fun.
2. Too much time spent on names / reason for being here.
3. Gender eequity multicultural issues; I'd like to see an all day session on language - I see why Sandy hates to do a short session.
4. Not enough time to share experiences or to dialogue; excellent workshop in both content and presenter; outstanding presentation; Sandy is sensitive, enthusiastic presenter - session was well done.

Frances Longley, Program Coordinator
San Marcos CISD

Overall Rating: 4.8

"Where Are They Now?"

- | | | |
|-----|--|-----|
| 1. | The goals and objectives of the session were stated very clearly. | 4.8 |
| 2. | The information presented addressed a need in my school or district. | 4.8 |
| 3. | The information presented will be useful in the performance of my duties. | 4.9 |
| 4. | The amount of information covered was adequate. | 4.8 |
| 5. | When applicable, the amount of participant involvement in this session contributed to a better understanding of the content. | 4.8 |
| 6. | When applicable, visual aids contributed to the effective delivery of information. | 4.8 |
| 7. | The presenter was sensitive to the needs of the participants. | 4.9 |
| 8. | The presenter created a climate of credibility. | 4.9 |
| 9. | The presenter was effective in conveying the information. | 4.8 |
| 10. | The overall quality of the session was (excellent/very good/good/fair/poor) | 4.8 |

Comments: Page 2:

1. Enjoyed the panel and informal discussion; the ex-students presenting their story; excellent student speakers; interesting data that can be replicated for my district; listening to the students that graduated.
4. Always love to hear from students.

**Roberta Laundry, Teen Parent Coordinator
Bastrop ISD**

Overall Rating: 4.8

"Meeting the Teen Pregnancy Problem Head-On"

- | | | |
|-----|--|-----|
| 1. | The goals and objectives of the session were stated very clearly. | 4.6 |
| 2. | The information presented addressed a need in my school or district. | 4.8 |
| 3. | The information presented will be useful in the performance of my duties. | 4.6 |
| 4. | The amount of information covered was adequate. | 4.4 |
| 5. | When applicable, the amount of participant involvement in this session contributed to a better understanding of the content. | 5.0 |
| 6. | When applicable, visual aids contributed to the effective delivery of information. | 4.7 |
| 7. | The presenter was sensitive to the needs of the participants. | 4.8 |
| 8. | The presenter created a climate of credibility. | 5.0 |
| 9. | The presenter was effective in conveying the information. | 5.0 |
| 10. | The overall quality of the session was (excellent/very good/good/fair/poor) | 4.8 |

Comments: Page 2:

1. The presentation was effective.

Jeri Evans, Program Director
Brookhaven College - DCCCD

Overall Rating: 4.3

"The Community College Experience for Single Parents"

- | | | |
|-----|--|-----|
| 1. | The goals and objectives of the session were stated very clearly. | 4.4 |
| 2. | The information presented addressed a need in my school or district. | 4.3 |
| 3. | The information presented will be useful in the performance of my duties. | 4.0 |
| 4. | The amount of information covered was adequate. | 4.4 |
| 5. | When applicable, the amount of participant involvement in this session contributed to a better understanding of the content. | 3.5 |
| 6. | When applicable, visual aids contributed to the effective delivery of information. | 3.9 |
| 7. | The presenter was sensitive to the needs of the participants. | 4.4 |
| 8. | The presenter created a climate of credibility. | 4.7 |
| 9. | The presenter was effective in conveying the information. | 4.6 |
| 10. | The overall quality of the session was (excellent/very good/good/fair/poor) | 4.3 |

Comments: Page 2:

1. Receiving the manual was the best information I have received at this conference. I was unaware of single parenting programs available at the community colleges.
4. Need more information on the "community college experience" other info was useful-but not topic; I thought this would help me help my students find out about Jr. Colleges with Single Parent Programs. Delightful person - no topic! I don't have the time to waste!; very enjoyable session; Jeri, you're the best! I've learned so much from you this year, especially as an excellent role model!

Janie Bates, JTPA Special Programs Coordinator
Tom Ellis, Education PLUS Regional Mgr. Overall Rating: 4.5

"Non-Traditional Adult Education for Welfare Recipients"

- | | | |
|-----|--|-----|
| 1. | The goals and objectives of the session were stated very clearly. | 4.5 |
| 2. | The information presented addressed a need in my school or district. | 4.3 |
| 3. | The information presented will be useful in the performance of my duties. | 4.3 |
| 4. | The amount of information covered was adequate. | 4.8 |
| 5. | When applicable, the amount of participant involvement in this session contributed to a better understanding of the content. | 4.3 |
| 6. | When applicable, visual aids contributed to the effective delivery of information. | 4.3 |
| 7. | The presenter was sensitive to the needs of the participants. | 5.0 |
| 8. | The presenter created a climate of credibility. | 4.5 |
| 9. | The presenter was effective in conveying the information. | 4.8 |
| 10. | The overall quality of the session was (excellent/very good/good/fair/poor) | 4.3 |

Comments:

Robin Bowman, Owner
Marketwise

Overall Rating: 4.5

"Dare to Dream: Overcoming the Barriers to Women's Success"

- | | | |
|-----|--|-----|
| 1. | The goals and objectives of the session were stated very clearly. | 4.5 |
| 2. | The information presented addressed a need in my school or district. | 4.5 |
| 3. | The information presented will be useful in the performance of my duties. | 4.3 |
| 4. | The amount of information covered was adequate. | 4.2 |
| 5. | When applicable, the amount of participant involvement in this session contributed to a better understanding of the content. | 4.2 |
| 6. | When applicable, visual aids contributed to the effective delivery of information. | 4.8 |
| 7. | The presenter was sensitive to the needs of the participants. | 4.8 |
| 8. | The presenter created a climate of credibility. | 4.8 |
| 9. | The presenter was effective in conveying the information. | 4.7 |
| 10. | The overall quality of the session was (excellent/very good/good/fair/poor) | 4.4 |

Comments: Page 2:

1. Handout-way of getting single parents easily; discussion; having Ms. Bowman here.
2. Lack of time.
3. Similar - more entrepreneurs need to be included in programs.
4. Well presented; enjoyed very much; excellent.

JOINT PLANNING PANEL

Moderator: Will Reece

Panelists: Sarah Bailey, Texas Department of Commerce; Laurelyn Carlisle, Texas Higher Education Coordinating Board; Jack Eshelman, Texas Department of Human Services; Jensey McGraw, Texas Employment Commission; Gina Starr Hill, Texas Department of Commerce.

Overall Rating: 4.6

- | | |
|---|-----|
| 1. The speaker was professional and entertaining. | 5.0 |
| 2. The information presented was appropriate for the kick-off session of this conference. | 5.0 |
| 3. The information presented will be useful to me. | 5.0 |
| 4. The speaker chosen was appropriate for this session. | 5.0 |
| 5. The speaker was knowledgeable. | 5.0 |
| 6. The speaker's opening statements contributed to a better understanding of the subject. | 5.0 |
| 7. The amount of information covered was adequate. | 4.0 |
| 8. The speaker was sensitive to the needs of the participants. | 5.0 |
| 9. The speaker created a climate of credibility. | 4.0 |
| 10. The speaker was effective in conveying the information. | 5.0 |
| 11. The overall quality of the session was... | 4.0 |

Comments: This was information I needed; Everyone should have heard this; Needed to have been on program earlier so everyone would have attended; Very informative; Needed this info.

Dan Bankey, Director of Employment & Training
Heart of Texas Council of Governments Overall Rating: 5.0

"Non-Traditional Employment for Women"

- | | | |
|-----|--|-----|
| 1. | The goals and objectives of the session were stated very clearly. | 5.0 |
| 2. | The information presented addressed a need in my school or district. | 5.0 |
| 3. | The information presented will be useful in the performance of my duties. | 5.0 |
| 4. | The amount of information covered was adequate. | 5.0 |
| 5. | When applicable, the amount of participant involvement in this session contributed to a better understanding of the content. | 5.0 |
| 6. | When applicable, visual aids contributed to the effective delivery of information. | na |
| 7. | The presenter was sensitive to the needs of the participants. | 5.0 |
| 8. | The presenter created a climate of credibility. | 5.0 |
| 9. | The presenter was effective in conveying the information. | 5.0 |
| 10. | The overall quality of the session was (excellent/very good/good/fair/poor) | 5.0 |

Comments:

Candice Mallard, Program Director
Texas Department of Human Services

Overall Rating: 4.4

"Who's Listening?"

- | | | |
|-----|--|-----|
| 1. | The goals and objectives of the session were stated very clearly. | 4.2 |
| 2. | The information presented addressed a need in my school or district. | 4.8 |
| 3. | The information presented will be useful in the performance of my duties. | 4.8 |
| 4. | The amount of information covered was adequate. | 4.3 |
| 5. | When applicable, the amount of participant involvement in this session contributed to a better understanding of the content. | 4.1 |
| 6. | When applicable, visual aids contributed to the effective delivery of information. | 4.6 |
| 7. | The presenter was sensitive to the needs of the participants. | 4.1 |
| 8. | The presenter created a climate of credibility. | 4.6 |
| 9. | The presenter was effective in conveying the information. | 4.1 |
| 10. | The overall quality of the session was (excellent/very good/good/fair/poor) | 4.4 |

Comments: Page 2:

2. So much information-so little time.
4. Presentation was too fast without any clarification. Did not go into those that were tested, tended to generalize to the entire population.

Charlotte Bullard, Coordinator of Support Services
Grayson College

Overall Rating: 4.0

"What's a Nice Girl Like You Doing in a Job Like This?"

- | | | |
|-----|--|-----|
| 1. | The goals and objectives of the session were stated very clearly. | 4.3 |
| 2. | The information presented addressed a need in my school or district. | 4.3 |
| 3. | The information presented will be useful in the performance of my duties. | 3.6 |
| 4. | The amount of information covered was adequate. | 4.0 |
| 5. | When applicable, the amount of participant involvement in this session contributed to a better understanding of the content. | 4.0 |
| 6. | When applicable, visual aids contributed to the effective delivery of information. | 3.8 |
| 7. | The presenter was sensitive to the needs of the participants. | 4.3 |
| 8. | The presenter created a climate of credibility. | 4.0 |
| 9. | The presenter was effective in conveying the information. | 4.0 |
| 10. | The overall quality of the session was (excellent/very good/good/fair/poor) | 3.8 |

Comments: Page 2:

1. Historical information presented; practicality; content; Handout - "The Power of Attraction".
4. Session should have been presented as a double-length (90 minute) to fully take advantage of all the information; this should have been offered earlier in the program; it is difficult to tailor a 12 hour presentation into 45 minute session.

Donna Fisher, Trainer
Discovery Seminars

Overall Rating: 5.0

"The Ten Commandments of Networking - Networking: A New Approach to Team Building Pride in the Workplace"

- | | | |
|-----|--|-----|
| 1. | The goals and objectives of the session were stated very clearly. | 5.0 |
| 2. | The information presented addressed a need in my school or district. | 5.0 |
| 3. | The information presented will be useful in the performance of my duties. | 5.0 |
| 4. | The amount of information covered was adequate. | 5.0 |
| 5. | When applicable, the amount of participant involvement in this session contributed to a better understanding of the content. | 5.0 |
| 6. | When applicable, visual aids contributed to the effective delivery of information. | 5.0 |
| 7. | The presenter was sensitive to the needs of the participants. | 5.0 |
| 8. | The presenter created a climate of credibility. | 5.0 |
| 9. | The presenter was effective in conveying the information. | 5.0 |
| 10. | The overall quality of the session was (excellent/very good/good/fair/poor) | 5.0 |

Comments: ,

"The Power of Attraction"

- | | | |
|-----|--|-----|
| 1. | The goals and objectives of the session were stated very clearly. | 4.0 |
| 2. | The information presented addressed a need in my school or district. | 3.5 |
| 3. | The information presented will be useful in the performance of my duties. | 4.1 |
| 4. | The amount of information covered was adequate. | 4.0 |
| 5. | When applicable, the amount of participant involvement in this session contributed to a better understanding of the content. | 4.1 |
| 6. | When applicable, visual aids contributed to the effective delivery of information. | 3.7 |
| 7. | The presenter was sensitive to the needs of the participants. | 4.1 |
| 8. | The presenter created a climate of credibility. | 4.1 |
| 9. | The presenter was effective in conveying the information. | 4.0 |
| 10. | The overall quality of the session was (excellent/very good/good/fair/poor) | 3.8 |

Comments:

Improving Gender Equity/Single Parent Conference
June 10-11, 1993
Wyndham Hotel, Austin, Texas

Proposal Form

W A G E \$: Workforce Access through Gender Equity Success

Title of Presentation: _____

Job Title: _____ Telephone No. _____

Address (Street, City, Zip) _____ Home

Institution -- Name/Address

Phone No. _____

Large General Sessions are scheduled to be 1 hour or 1 1/2 hours depending on time slots preferred.
Panel presentations will be 1 1/2 hour slots. Please indicate your preference.

___ Large General Sessions: ___ 1 hour ___ 1 1/2 hours ___ panel

___ Interest Sessions: ___ 45 minute presentation

Please write an abstract of your topic, if applicable, in order for us to complete our programs. Using 100 words or less, describe the content you will cover, main ideas you will present, any special techniques you plan to use, and conclusions you will give.

Please include a brief, biographical data paragraph on the speaker:

Date Preference: ___ June 10th ___ am ___ pm or June 11th ___ am ___ pm

___ I will need equipment as follows: _____

___ I will provide handouts for 50 people OR ___ I will send handouts for duplication.

Return this form to: Jessie Teddlie, University of North Texas, P. O. Box 5248, Denton, TX 76203

OFFICE USE ONLY:

___ Room Assignment Date: _____ Time: _____

Speaker: _____ Topic: _____

___ Panel ___ Interest Session ___ General Session ___ 1 hr. ___ 1 1/2 hrs.

Facilitator Assigned: _____

APPENDIX D
PROJECT FLYERS

132

180

PROJECT PURPOSE

The purpose of this project is to provide professional improvement for postsecondary equity coordinators in Texas public two-year postsecondary institutions.

TARGETED POPULATIONS

Equity Coordinators

Career Counselors

Instructors

Administrators

PARTICIPANT BENEFITS

Participants will receive the knowledge and ability to:

1. Plan, implement, and evaluate a program of services and activities designed to eliminate sex bias/stereotyping in teaching vocational education programs;
2. Assist students in becoming aware of non-traditional careers and career choices;
3. Provide support service for students participating in programs designed to eliminate sex bias/stereotyping.

All participants will receive a Gender Equity Resource Manual.

PROJECT ADVISORY COMMITTEE

Mary Levandovsky, Director
Non-traditional Careers
Central Texas College

Yvonne Abatso, Director
Women In Skilled Trades
North Lake College

Nancy Davis, Director
Non-traditional Workforce project
Lamar University

Ramiro Ramirez, Director
SEX EQUITY project
Laredo Junior College

Sue Pardue, Director
PROJECT ACCESS
Odessa College

Debby Carey, Director
Women: Empowerment Through Technical Education
Texas State Technical College-Amarillo

Jerry King, Director
Students Pursuing Non-traditional Careers
Trinity Valley Community College

Gina Starr Hill
State Planner, Tech Prep Initiative
Texas Department of Commerce

John "Jack" Eshelman
Supervisor, Employment Services
Texas Department of Human Services

John McHugh
Director of Programs
Texas Employment Commission

Charlotte Bullard, Director
Equity Project
Grayson County College

PANEL OF EXPERTS

Vickie Geisel
Support Services
Tyler Junior College

Lynda Barksdale
Director of Advising and Counseling
Amarillo College

Nick Cardenas
Counselor
Bee County College

Olivia Rivas
Dean of Students
University of Texas at Brownsville

PROJECT STAFF

Dr. Suzanne LaBrecque, Administrator
Dr. Bill Lovelace, Project Director
Dr. Jessie Teddlie, Project Facilitator

SPONSORED BY

Texas Higher Education
Coordinating Board
Community and Technical Colleges
Division

- and -

University of North Texas
School of Merchandising and Hospitality
Management

PROJECT OBJECTIVES

1. Update the resource manual IMPROVING SEX EQUITY IN POSTSECONDARY VOCATIONAL/TECHNICAL PROGRAMS by adding new materials which shall include innovative practices developed and proven effective by public community and technical colleges in Texas.
2. Conduct six regional workshops designed for the professional improvement of postsecondary directors/coordinators of sex equity programs.
3. Disseminate the updated resource manual and innovative practices for achieving sex equity in postsecondary technical/vocational programs.

PROCEDURES

1. Create and use a Project Advisory Committee.
2. Conduct a search for new material and effective practices.
3. Update resource manual using a Panel of Experts.
4. Plan and publicize six regional workshops.
5. Develop a cadre of workshop instructors.
6. Conduct and evaluate workshops.
7. Plan and conduct a statewide dissemination conference.
8. Evaluate the project in terms of installation, processes, and products.
9. Prepare and submit reports.

PRODUCTS

- Updated resource manual
- Six workshops
- Dissemination conference
- Final project report

1993 REGIONAL EQUITY WORKSHOPS

Houston Community College
February 4-5

Del Mar College, Corpus Christi
February 11-12

Austin Community College March 4-5

Region XI Education Service Center,
Fort Worth March 11-12

Midland College April 7-8

Research Training & Development
Center, Tyler April 1-2

STATEWIDE EQUITY CONFERENCE

Austin second week of
June, 1993

Specific locations and times will be provided to
those expressing an interest in attending.



Nonprofit Organization,
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University of North Texas
School of Merchandising and Hospitality Management
Dr. Bill Lovelace
P.O. Box 5248
Denton, TX 76203 72068

WAGES\$

Workforce Access through Gender Equity Success



Statewide Conference on Improving Gender Equity in Career/Technical Education

June 10-11, 1993
Wyndham Hotel
Austin, Texas

Sponsored by:

University of North Texas
Texas Higher Education Coordinating Board
Texas Education Agency

Registration Form

Name _____
Title _____
Organization _____
Address _____

City _____ State _____ Zip _____
Phone Number (____) _____

Program Outline

Thursday, June 10

- 8:30-9:00 a.m. Registration
- 9:00-9:30 a.m. Official Welcome
- 9:30-11:00 a.m. Keynote Address
- Wilma Vaught*
Brigadier General (Ret.)
United States Air Force
President, Women in
Military Service for America
- 11:00-11:15 a.m. Break
- 11:15-12:00 p.m. Interest Sessions
- 12:00-1:00 p.m. Break for Lunch
- 1:00-2:30 p.m. Education Leadership Panel:
- *Texas Higher Education Coordinating Board*
 - *Texas Education Agency*
 - *State Board of Education*
- 2:30-2:45 p.m. Break
- 2:45-5:00 p.m. Interest Sessions

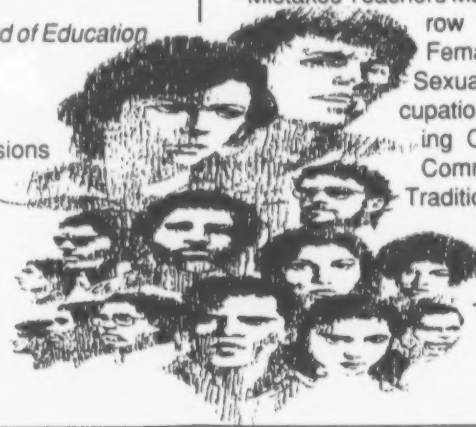
Friday, June 11

- 9:00-10:30 a.m. Role Models for Nontraditional Careers Panel:
- "Real WAGES"*
- 10:30-10:45 a.m. Break
- 10:45-12:00 p.m. Interest Sessions
- 12:00-1:30 p.m. Break for Lunch
- 1:30-3:30 p.m. Joint Planning Panel*
- 3:30-3:45 p.m. Break
- 3:45-4:30 p.m. Interest Sessions

*Texas Education Agency, Texas Higher Education Coordinating Board, Texas Department of Commerce, Texas Employment Commission, Texas Department of Human Services, and Quality Workforce Planning.

Interest Sessions (Examples)

- Mistakes Teachers Make
- Workforce of Tomorrow
- Networking
- Males & Females: Communications
- Sexual Harrassment
- State Occupational Information Coordinating Committee/SOCRATES
- Community Involvement
- Non-Traditional Education for Women
- Act
- Campus Manuals: The How to of Gender Equity
- Apprenticeship Training
- AVETS



What is Gender Equity?

The existence of conditions that give girls and boys, women and men, the same opportunities and choices to advance themselves in education, training, and careers.

Gender equity aspires to human liberation — to a time when jobs, attitudes, hobbies, ideas, social etiquette, parenting and all the other activities of life are not restricted or denied on the basis of sex, but rather are a pallet of experiences to select from, regardless of sex.

We must all work together to achieve equity.

Who Should Attend?

The conference is targeted to gender equity coordinators, career counselors, single parent program directors, school/college administrators, and other individuals involved or interested in improving gender equity in career and technical education.

Registration

No registration fee will be charged for the conference. To ensure information packets and other materials are available in sufficient quantity for all attendees, the sponsors request that each participant register as soon as possible. Complete and return the registration form in an envelope to Dr. Jessie Teddlie at the University of North Texas. Feel free to make additional copies for others.

The conference qualifies for required Licensed Professional Counselor credit.

If you require additional information about the conference (e.g., program, registration, credit), contact Dr. Teddlie at 817/565-4032.

Lodging

The Wyndham Austin Hotel has blocked rooms at the following rates: \$55 Single; \$85 Double; \$95 Triple; and \$105 Quad. To reserve a room(s), call the Wyndham at 1-800-433-2241, indicating that you will be attending the *Gender Equity Conference*. May 26th is the cut-off date for reservations.

Nonprofit Organization
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University of North Texas
School of Merchandising
and Hospitality Management
Attn: Dr. Jessie Teddlie
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Denton, Texas 76203-0248
72152

APPENDIX E
REPORT OF
THIRD PARTY EVALUATOR

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IMPROVING GENDER EQUITY
THIRD PARTY EVALUATOR'S REPORT

Documents pursuant to the project "Improving Gender Equity" have been thoroughly reviewed in the following areas: rationale and need; project goals; project objectives, performance measures and timelines; project products; and project impact. The project has been reviewed for the purpose of evaluation in terms of project installation, process, and products. Input to this evaluation consisted of information which was obtained by interviews of the Project Staff, Project Advisory Committee, and Workshop Participants. Interim reports, which included project products, actual attendance by the Third Party Evaluator at the two Project Advisory Committee meetings and state workshop, and minutes of Project Advisory Committee meetings were reviewed to determine the achievement of the project in relation to the evaluation stages as proposed.

"Improving Gender Equity" was designed to increase access to preparatory and technical/vocational programs for students in non-traditional occupational areas by promoting the elimination of sex bias and sex stereotyping.

The project was accomplished by completing the following tasks:

- I. Create and Use A Project Advisory Committee (PAC): The Project Advisory Committee was created and used to provide for external input to the project. Selected from leaders statewide at various levels who have an interest and commitment to improving gender equity in postsecondary technical/vocational programs, the PAC membership represented seven administrators from Texas public community/junior and technical colleges; one individual from a public higher education university; four administrators of Texas State agencies; and one person from the Texas Higher Education Coordinating Board, serving as an ex-officio member. The PAC membership was approved by the Texas Higher Education Coordinating Board. The Project Advisory Committee met and maintained communications to provide critical review, approval of interim and final products of the project, and to assist in project evaluation within the proposed timelines.

- II. Update the resource manual IMPROVING SEX EQUITY IN POSTSECONDARY VOCATIONAL/TECHNICAL PROGRAMS: A Panel of Experts (POE) was used to assist the project staff in updating the resource manual. To assist in developing activities that would facilitate articulation between secondary and post-secondary programs, seven specialists, three from secondary and four from postsecondary institutions were selected to formed the POE.

After a review of the existing manual and information collected in an extensive systematic search of existing materials related to nontraditional careers, removal of sex bias and sex stereotyping in education and work, planning for personal and career goals in nontraditional careers, and assertiveness training, recommendations for updating the manual were prepared by the project staff and the Panel of Experts. Those recommendations were submitted to the PAC membership for review and approval.

The draft of the updated resource manual was disseminated to the six regional workshop participants as a compilation of workshop handouts. The "Improving Sex Equity in Postsecondary Vocational/Technical Programs: A Resource Manual" was validated by using the recommendations and comments of the participants of the six regional workshops.

- III. Conduct Six Two-Day Regional Workshops: Six regional two-day workshops which were centrally located to all of the potential participants in each of the eight Higher Education Regions were offered.

The workshop topics paralleled with the Table of Contents of the updated resource manual and included an Introduction to Gender Equity, Equity Awareness, Workforce Information,

Planning For Equity, Career Development and Equity, Strategies for Equity, Resources, and Joint Planning. A cadre of workshop instructors were supported by presentations at the workshops made by representatives of partner human service agencies.

Each of the regional workshop presentations were evaluated by participants on the value of content to the participant and quality of presentation information using a 5 point Likert scale. Evaluation results from each workshop were used to improve overall content in future workshops. Participant's overall ratings for all six workshops were high to very high in all categories.

- IV. Conduct a Statewide Dissemination Conference: A two-day statewide conference on Improving Gender Equity in Career/Technical Education entitled, WAGES (Workforce Access through Gender Equity Success) was attended by over 100 secondary and postsecondary equity coordinators and supporting personnel. Selected "effective practices" were presented by the respective institutions at the state conference. As additional products, the major presentations at the state conference were videotaped and are available as training tools.

Each individual session and the conference overall were evaluated by the participants for relevance and quality of presentation using a 5 point Likert scale. In all cases the overall ratings were high to very high.

- V. Prepare and Submit Reports: Project staff maintained all salient records and other appropriate materials and information throughout the project as required by the Texas Higher Education Coordinating Board and as appropriate for dissemination to the targeted audience. Reports were prepared and submitted by the required dates. Interim and drafts of final products have been submitted. Interim reports and products were delivered upon completion.

- VI. Evaluate Project in Terms of Installation, Process, and Products: This report by the Third Part Evaluator during June, 1993, accomplished the objective. The Third Party Evaluator (on the basis of a thorough review of documents submitted) finds that the project has successfully fulfilled all the objectives as set forth in Project #3312005 funded by the Carl D. Perkins Vocational Education Act and sponsored by the Texas Higher Education Coordinating Board in contract with The University of North Texas School of Human Resource Management.

In the opinion of the Third Party Evaluator, this project demonstrated the awareness, interest, and need for improving gender equity in technical/vocational education. It provided:

- 1) public two-year postsecondary institutions with a state of the art resource manual for use in eliminating sex bias;
- 2) development skills and knowledge needed for the improvement of sex equity programs to more than 100 sex equity coordinators;
- 3) an opportunity to plan for the articulation of secondary and postsecondary equity activities; and
- 4) an opportunity for joint planning between postsecondary equity programs and equity activities of local partner human service agencies were increased.

Based on the successful completion of the objectives in terms of installation, process, and products, together with the identified need for continued training in Gender Equity Awareness, it is recommended that the Texas Higher Education Coordinating Board approve future Carl D. Perkins funding to The University of North Texas School of Resource Management to provide for the continuation of equity awareness and the

development of a model program to provide professional development in specific non-gender teaching methods for vocational teachers at all levels.

Darline Morris

Darline Morris, Ph.D.
Third Party Evaluator
June 24, 1993

APPENDIX F
PROJECT ADVISORY COMMITTEE MEETINGS
MINUTES

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Committee Report

The Project Advisory Committee for the Improving Sex Equity Project met on August 11, 1992, in Austin Texas.

Dr. Bill Lovelace introduced members and gave an overview of the project. The members or their representatives were given copies of the operational format, the 1988 Resource Table of Contents, and the major responsibilities assigned to PAC members. Dr. T. R. Williams will be the Coordinating Board's Staff Contact and met with the committee.

The discussion relating to the manual which will be revised included recommendations that one chapter be related to the management of a gender equity program. It was also agreed that information about the placement should be included in the manual. The committee felt that the five member Panel of Experts would be sufficient, but would consider a sixth person. Each member of the PAC agreed to send names of possible POE members. (Jim Owens of Gulf Region was mentioned).

Workshop sites were recommended as to regions and that dates should be close to project recommended dates in the spring. The two-day plan for the workshops was also agreed on as effective.

The Flyer should be more of a neutral color such as peach or green and should include Target Populations, Benefits, and should state that there is no registration fee as recommended by the committee. Also, it was recommended that School/Agency be added.

The committee agreed that mail, fax and phone would be best for further communication with additional meetings only if needed.

Each member agreed with the coordination effort at the state conference with Dallas County Community College District project on Single Parents. Also, each member agreed with selecting conference and workshops consultants based on effective programs located during the project year.

The committee also was in agreement that the COPP materials for Adults should be shared with workshop participants as an effective career development tool.

prepared by: Jessie W. Teddlie

Improving Gender Equity
Project Advisory Committee Meeting
February 17, 1993

The meeting was called to order by Dr. Jessie Teddlie with the following members in attendance from the Texas Higher Education Coordinating Board approved committee list:

- | | |
|--------------------------|-------------------------|
| 1. Dr. Yvonne Abatso | 5. Dr. Jerry King |
| 2. Ms. Charlotte Bullard | 6. Ms. Mary Levandovsky |
| 3. Ms. Debby Carey | 7. Dr. Sue Purdue |
| 4. Ms. Nancy Davis | 8. Mr. Ramiro Ramirez |

Mr. John McHugh, Dr. Anna Avenshine, Ms. Gina Starr Hill were not present, but had communicated their thoughts on the day's agenda. Mr. Jack Eshelman had Ms. Rebecca Barton present to represent him.

Those in attendance for the Texas Education Agency approved Advisory Committee were Ms. Nancy Benson, Ms. Charlotte Bullard, Ms. Dotty Oetkers, Ms. Adriana Stanley with Mr. Will Reese representing Ms. Mary Scott Nabers.

Dr. Darline Morris, the Third Party Evaluator for the Postsecondary Level was also present as was Ms. Ruth Wingo who serves as a secondary advisor of the postsecondary committee.

The last minutes from the January 16, 1993, Panel of Experts Meeting were presented as was the Advisory Committee Members' responsibilities for the meeting.

The dates of June 9-10, 1993, were recommended for this conference, however, the hotel space dictated that it be held on June 10-11, 1993.

Recommended topics and/or presenters were recommended for the June conference at the Wyndham Hotel in Austin included:

- * A Panel of Successful People in what is considered to be a nontraditional field. This panel would provide attendees with personal and unique experiences, unique perspectives concerning barriers and benefits.

Recommended names for this Panel included:

- a) State Senator Jane Nelson
- b) Ms. Ann Hodge, Divisional Vice President, Internal Affairs, Browning - Ferris Industries Houston, Texas
- c) Marvin Feldman
New York Fashion Institute
- d) Others _____ ?

Names of additional presenters and programs included:

- 1. Nancy Amadel as a motivational topic speaker
- 2. A representative from the Clairol Cosmetics Company concerning their mentor program for women
- 3. Female run Construction Firm
- 4. Don Goodwin - Mentor recommended by Debby Carey
- 5. Myths/Mentors/Interns - Yvonne Abatso
- 6. Karen Perkins - Women's Center, Fort Worth, TX
- 7. Dr. Ann Rowe - Waco - "Heart of Texas" funded project.

8. Skip Meno at least for "greetings"
9. Governor Richards as Kick Off address person
10. Evelyn Smith - Department of Labor - Dallas
11. Gloria Rodriguez
12. Linda Campbell - Construction Faculty

Specific topics which were suggested included.

1. Fear of Math and the Future
2. Mistakes Teachers Make
3. Workforce of Tomorrow
4. SOICC - Socrates
5. Bridging the Gap between Vocational with Gender Equity
6. Panel of Secondary and Postsecondary Leaders for panel on articulation/funding/law
 - a Anna Avenshine
 - b Larry Key
 - c Lauralyn Carlise
 - d Jay Cummings
 - e Lorraine Merrick
 - f Judith Hetherly
7. Hour presentations from funded project directors on status of Gender Equity in Texas
8. New JTPA - NEW
9. Joint Planning Panel of Human Services/agencies
10. Sampling of Assessment Tools (Hands on delivery/practice)
11. Mary Perkins - State Board of Education - Perspective on Vocational/Technical Education and the Gender Equity Issue.
12. Sylvia Clark from Texas Education Agency on Career Pathways & Sequencing of Courses
13. Sonja Hernandez - Video on Gender
14. Gloria Rodriguez - AVETS
15. Sexual Harassment and the Nontraditional Student
16. Barbara Cigainero - Workforce Development Division, Texas Department of Commerce
17. Role of Deans/Directors and Principals in Gender Equity (Maybe a panel)
18. Funding Sources and Methods
19. Margarine Beaman - Gender Equity and the Special Populations from Employer's View
20. Older Women and Retraining Barriers
21. Traditional Careers: Economic Futures
22. Community Involvement: Weatherford Community College Project in Cosmetology
23. Resources, Resources, Resources
24. Apprenticeship Programs for Women
25. Manuals for Gender Equity (for Those who Do not Know)

* Interest Session On:

- Recruitment Methods
- Apprenticeship Programs
- Mentors
- Resources
- Networking
- Mistakes Counselors Make

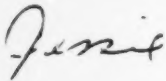
We have started working on these topics and speakers with each committee member trying to write letters and contact those person(s) which they recommended and then getting the name, number and interest level back to me. Will Reese also is providing us with the flyer and program design. We used the following theme:

W A G E \$

"Workforce Access through Gender Equity Success"

If you know of some good male speakers on these topics, please let me know as well as contacting me on your efforts to recruit those speakers who were recommended by you, their preferences in time, panel or speaker, etc.

Prepared by:
Jessie Teddlie



JT:ss

APPENDIX G
LITERATURE REVIEW

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I. EQUAL EDUCATION & SEX STEREOTYPES

ED 341 321 HE 025 217

Wells, Leslie R. Ed.
Women, Work, and School: Occupational Segregation and the Role of Education.
Report No.—ISBN-0-8133-8000-6
Pub Date—91
Note—225p

Available from—*Series: Press Promotions Department, 5500 Central Avenue, Boulder, CO 80301. (\$32.50)

Pub Type—Books (010)—Collected Works—General (020)

Document Not Available from EDRS.

Descriptors—Access to Education, Black Career Development, Computer Literacy, Computer Science Education, Cultural Differences, Cultural Differences, Demography, Elementary Secondary Education, Employed Women, Enrollment, *Equal Education, *Equal Opportunities (Jobs), Higher Education, Hispanic Americans, Low Income Groups, Minority Groups, *Nondiscriminatory Education, Policy Formation, *Sex Discrimination, *Sex Fairness, *Sex Stereotypes, Vocational Education

This book of 13 papers resulted from a May, 1988, conference which examined the link between sex stereotyping in education and occupational inequalities in the work place. The book is organized in five parts. Papers in the first two parts assess the impact of sex and race stereotyping and discrimination on

EJ 477 848 SP 520 425

Sex Stereotyping Harms All Kids. Cunniff, Melita J. *PTA Today*, v16 n5 p13-15 Mar 1991.
Descriptors *Sex Stereotypes, Females, Males, *Sex Role, Civil Rights, Equal Education, Sex Fairness, Children, *Parent Attitudes, Parent Responsibility, Teacher Responsibility, Academic Achievement

Sex stereotyping (raising boys and girls to be different because of their sex) begins at birth. The article reviews studies detailing sex stereotyping practices and offers suggestions on what parents can do to avoid them. A list of suggestions for raising children in a nonsexist way is included. (SM)

EJ 424 912 CE 522 475

A Future with Options: Women Opening Doors to Nontraditional Occupations. Van Posen, Sandra Beck, Judy. *Vocational Education Journal*, v66 n4 p26-27 Apr 1991 (Reprint: UMI)

Descriptors *Females, *Nontraditional Occupations, *Equal Opportunities (Jobs), *Student Recruitment, *Equal Education, Sex Stereotypes, Sex Fairness

Identifiers Occupational Segregation

Social, cultural and institutional barriers inhibit entry of women into nontraditional education and employment. Teacher and counselor behavior, strategy, institutional changes and sex equity leadership are needed to alter current patterns of occupational segregation. (S)

EJ 423 86* SP 520 266

Sexism and Curricular 'Choice'. Gullborn, David. *Cambridge Journal of Education*, v20 n2 p161-74 1990

Descriptors Secondary Education, Foreign Countries, Secondary School Teachers, *Teacher Role, Secondary School Students, *Sex Bias, *Sex Stereotypes, *Sex Role, Males, Females, Equal Education, Access to Education, Educational Discrimination, *School Responsibility, Case Studies, *Course Selection (Students)

Identifiers England, Wales

Examines sexism and curricular patterns in British educational system, describing one educational, nonsexist school. Other choice, school integration processes and teacher role in reinforcing gender stereotypes are discussed. Results indicate the option patterns and student assumptions lead to choices reflecting traditional, stereotypical gender roles. (SM)

EJ 419 392 LD 515 476

Gender Comparisons of Mathematics Attitudes and Affect: A Meta-Analysis. Hyde, Janet Shibley; And Others. *Psychology of Women Quarterly*, v14 n3 p299-324 Sep 1990 (Reprint: UMI)

Descriptors Females, Males, *Mathematics, *Mathematics Achievement, Meta Analysis, Psychological Studies, *Sex Differences, *Sex Stereotypes, *Student Attitudes, Equal Education

Meta-analysis of sex differences in attitudes and affect specific to mathematics found that effects were small in size and similar to sex differences in mathematics performance. When differences did exist, the pattern was for females to hold more negative attitudes than males. However, males held more sex-stereotyped attitudes than did females. (FMT)

EJ 412 400 SO 520 948

Open Choice and Careers Guidance: Gender and Computing in Secondary Schools. Culley, Lorraine. *Western European Education*, v21 n4 p41-53 Win 1989-90 (Reprint: UMI)

Descriptors *Career Choice, *Career Guidance, *Computer Science Education, Educational Research, Equal Education, Foreign Countries, Secondary Education, *Sex Differences, Sex Stereotypes, Student Development, Teacher Attitudes, *Females

Identifiers Great Britain

Reports on a research project in Great Britain that investigated the option schemes and career guidance given to pupils in eight secondary schools. Argues that schools do not take positive action to encourage female pupils to study computer science courses and that career guidance personnel feel that sex-stereotyped choices are influenced by opinions other than schools. (DB)

EJ 409 889 CG 537 508

Counselor-Teacher Interface: Promoting Nondiscriminatory Education and Career Development. McCormick, Theresa E. *Journal of Multicultural Counseling and Development*, v15 n1 p2-10 Jan 1990 (Reprint: UMI)

Descriptors *Equal Education, *Sex Fairness, *Career Counseling, *Career Development, Sex Bias, Counselor Role, Teacher Role, Achievement, Sex Stereotypes, Sex Role, Socialization, Counseling Techniques, Teacher Student Relationship, Counselor Client Relationship, Leadership Studies, Self Esteem, Computer Literacy, Elementary Secondary Education

Focuses on equity issues pertaining to women, their career development, and the relationship between counselors and teachers in addressing these issues. Points out the inconsistency between the idea of equity and actual practice based on differences between male and female achievement. Offers suggestions to teachers and counselors for initiating and sustaining nondiscriminatory education and career development for all students. (FV)

EJ 407 776 SO 520 6

Femininity as Performance. Walkerdine, Valerie. *Oxford Review of Education*, v15 n3 p267-1989

Descriptors Feminism, *Educational Discrimination, *Sex Discrimination, Women's Studies, Equal Education, *Sex Stereotypes, Learning Theories, Women's Education, *Hidden Curriculum, *Females, Foreign Countries, Elementary Secondary Education, Performance, Higher Education, *Academic Achievement, Qualitative Research, Identifiers England, *Feminist Scholarship, Poststructuralism

Explores the myth that female children perform poorly at school. Claims that teachers use negative language as evaluation of females, regardless of performance, in legitimizing the exclusion of females and supporting patriarchal. Discusses problems of women in academia and concludes that the empowerment of women threatens the academic superiority. (NL)

EJ 403 649 CS 739 304

Confronting Sex Stereotypes in the Classroom (ERIC/RCS). Morgan, Mary. *Journal of Reading*, v33 n4 p306-07 Jan 1990 (Reprint: UMI)

Descriptors Secondary Education, *Sex Stereotypes, *Sex Bias, Sex Role, *Language Usage, Equal Education, Nondiscriminatory Education, *Educational Resources, Teaching Methods

Describes several curriculum resources that focus on eliminating sex stereotypes through nonsexist teaching strategies, activities and material selection for middle and high school language arts, reading and English classrooms. (RS)

- 401 646 SP 519 181
Sex Equity and Sexuality in Education.
 Klein, Susan Shurberg. *France, Journal of Education*. v64 n4 p1-12 Sum 1987 (Published 1989) (Reprint UMI)
 Descriptors: Elementary Secondary Education, *Sexuality, *Sex Education, *Sex Discrimination, *Equal Education, *Cultural Context, *Sex Stereotypes
 This introduction to a series of articles whose theme is sex equity and sexuality in education defines terms (sexuality, sex or sexual education, sex equity), discusses the importance of issues related to the theme and highlights findings from articles in the series. (JAH)

- EJ 346 021 EA 521 999
Identifying Sex Equitable Interaction Patterns in Classroom Supervision. Bailey, Gerald D. *NASSP Bulletin*. v72 n305 p94-96 Feb 1988 (Reprint UMI)
 Descriptors: Elementary Secondary Education, Research Utilization, Classroom Environment, *Teacher Behavior, *Sex Stereotypes, *Teacher Student Relationship, Verbal Communication, *Teacher Supervision, *Equal Education
 All too often, the research dealing with sex equity is overlooked by teacher supervisors. Research findings dealing with verbal interaction patterns and various alternatives to following sexist examples are presented so that unconscious sexist teaching behavior among both male and female teachers can be identified. (JH)

- EJ 334 744 IR 515 300
Gender Differences and Competing Students' Assessment of Societal Influences. Kwad, Sieppho K. And Others. *Education and Computing*. v1 n3 p18-94 Sep 1985
 Descriptors: Career Choice, *Computer Science Education, Equal Education, Females, Literature Reviews, Males, Mathematics Achievement, Questionnaires, Secondary Education, *Sex Differences, *Sex Stereotypes, *Social Influences, *Student Attitudes
 Reports results of a study which examined students' assessment of societal influences on their participation in computing. Gender differences in attitudes toward three factors are discussed: computing in male dominated influence of significant others and negative attitudes associated with computing and career aspirations. Students, especially females, are rejecting computing stereotypes. (Author/MBR)

- EJ 316 294 CE 515 323
New Technologies, Old Patterns: Changing the Paradigm. Lewis, Linda H. *Educational Horizons*. v63 n3 p129-32 Spr 1985 (Reprint UMI)
 Descriptors: Sex Stereotypes, *Sex Bias, *Sex Fairness, Computers, Teacher Attitudes, *Teaching Methods, Counselor Attitudes, *Social Influences, *Equal Education, Technology, *Career Choice, Parent Influence, Peer Influence, Elementary Secondary Education, Higher Education
 The author lists some strategies that educators can implement to ensure equal opportunity in technology education. She also discusses social factors that influence an individual's career decisions: parents' expectations, teacher attitudes in elementary, secondary and higher education, impact of community and peer influence. (CT)

- EJ 397 361 UD 514 346
Equal Opportunities in the Curriculum: The Case of Home Economics. Green, A. G. *Gender and Education*. v1 n2 p139-53 1989
 Descriptors: Elective Courses, Equal Education, Family Influence, Females, Foreign Countries, *Home Economics, Males, Outcomes of Education, Peer Influence, Secondary School Students, Secondary Education, *Sex Role, *Sex Stereotypes, *Student Attitudes, Surveys, *School Choice
 Identifiers: *England, *Wales
 A survey of secondary schools in England and Wales indicates that due largely to sex stereotypes a minority of male students is likely to study home economics. Among strategies to ensure equal educational opportunities, 'special excision' and 'equal outcomes' approaches are more effective than 'unlocked door' or 'open door' policies. (AF)

- EJ 341 940 UD 513 280
Achieving Sex Equity in Education: A Comparison of Pre- and Post-Secondary Levels. Klein, Susan S., Bogart, Karen. *Equity and Excellence*. v23 n1-2 p114-22 Spr 1987 (Reprint UMI)
 Descriptors: *Equal Education, *Equal Opportunities (Jobs), Elementary Secondary Education, *Females, Higher Education, *Sex Bias, *Sex Stereotypes, *Single Sex Schools
 Identifiers: Sex Equity in Educational Leadership
 Note: Special issue on Ethnic and Ability Grouping
 Describes how sex inequities found at the elementary and secondary levels resemble or differ from those at the post secondary level. Identifies strategies to promote equity that can be used at each level. (PS)

- EJ 334 252 EA 519 883
Finding Reality among the Myths: Why What You Thought about Sex Equity in Education Isn't So. Hamey, Glen. *Phi Delta Kappan*. v67 n7 p509-12 Mar 1986 (Reprint UMI)
 Descriptors: Sex Role, *Equal Education, *Academic Achievement, Females, *Educational Change, Sex Stereotypes, *Sex Discrimination, Educational Research, Elementary Secondary Education, Higher Education
 Outlines misconceptions about equity issues relating to male and female performance in the educational system. There is evidence that female achievement is declining while male achievement levels exhibit more gains than females. This raises serious questions about the current educational experiences of females and the reasons of the achievement decline. Includes 11 references. (JAD)

- EJ 314 583 SP 514 71
Computers and Children: Where Are the Girls? Krennberg, Nancy And Others. *PTA Today*. v1 n3 p13-15 Mar 1985
 Descriptors: *Microcomputers, *Sex Stereotypes, *Equal Education, Elementary Secondary Education, Teacher Role, Future (of Society), *Student Attitudes, *Sociocultural Patterns, Females
 The gender gap in computer technology begins at a young age. Elementary school girls spend less time working with computers than boys, thus affecting their job potential in the future. Possible causes and solutions are discussed. (DF)

- EJ 377 990 RC 506 623
Sex Differences in Education: An Overview. Subin, Margaret B. *Comparative Education*. v23 n1 p5-9 1987
 Descriptors: *Access to Education, Comparative Education, Differences, *Equal Education, Educational Opportunities, Females, Males, Sex Stereotypes, *Sex Differences, *Sex Bias, Sex Role, Sociocultural Patterns, Women's Education, Elementary Secondary Education, Higher Education
 See Theme issue with title 'Sex Differences in Education.'
 Discusses three areas in which prevailing attitudes seem to act upon equal opportunities for women: (1) attitudes concerning female choice of certain subjects and occupations; (2) attitudes of society and employers toward women; and (3) attitudes which attribute child-care and domestic tasks almost exclusively to females. (JHJ)

- EJ 340 084 SO 517 080
Education and Equality of Opportunity for Girls. Education and Women, Cells-Offermann, Anne. *Western European Education*. v19 n3 p6-25 Fall 1987 (Reprint UMI)
 Descriptors: Foreign Countries, *Women's Education, *Equal Education, Social Sciences, Education, *Sex Stereotypes, Higher Education, *Research, *Sex Stereotypes (West)
 Identifiers: *Europe (West)
 Discusses findings of a questionnaire about the improvement of educational opportunities for women in Western Europe. Summarizes recent developments, measures, and initiatives and concludes by recommending further improvements. (BSR)

- EJ 379 056 UD 511 971
Science Anxiety among Elementary School Students: Equity Issues. Czerniak, Charlene, Charlott, Leigh. *Journal of Educational Equity and Leadership*. v3 n4 p291-306 Win 1985 (Reprint UMI)
 Descriptors: Anxiety, Elementary Education, Equal Education, Mathematics Anxiety, *Sex Differences, Sciences, *Science Education, *Student Attitudes, *Sex Stereotypes, Teacher Attitudes
 Identifiers: *Science Anxiety
 Presents a literature review and research study that assessed science anxiety among elementary students. Concludes that: (1) no inherent biological reasons explain why women should be less adept at science than males; (2) maintaining science education is needed for students prior to grade four; and (3) teachers must be taught about their own science anxiety. (KH)

- EJ 309 495 CE 515 152
Beneath the Veil of Sex Equity in Education. Smith, Nancy J., Farina, Rosemarie Viola. *Educational Considerations*. v11 n2 p29-33 Fall 1984
 Descriptors: *Sex Fairness, *Teacher Behavior, *Equal Education, Helplessness, Attitudes, *Females, Higher Education, *Sex Stereotypes
 Note: Available from the College of Education, Kansas State University, Manhattan, KS 66506
 In an historical examination of educational equity issues the authors examine why sex equity remains an unrealized goal, how teacher behavior affects equity, and why classrooms and campuses are so encouraging places for women. The lack of support for equity in the current political climate is also addressed. (SK)

ED 325 673

CE 056 254

Burns, Barbara A. Farrell, Susan.
 Wisconsin Model for Sex Equity in Career and
 Vocational Education. Bulletin No. 0480.
 Wisconsin State Dept. of Public Instruction, Madison.

Pub Date—90

Note—334p

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC14 Plus Postage.

Description—*Career Education. *Educational Planning. *Equal Education. *Female. *Models. *Nontraditional Occupations. *Nontraditional Students. *Program Development. *Program Implementation. *Secondary Education. *Sex Discrimination. *Sex Factors. *Sex Stereotypes. *Vocational Directors. *Vocational Education.

Identifiers—Wisconsin

This publication presents district administrators and staff with a model for developing and implementing a career/vocational equity program. Chapter 1 presents an overview of the model and suggests a program framework. Chapters 2 through 5 address the first four of five phases of the model. Chapter 2 provides background and information needed to build commitment for and give direction to the local vocational equity program. Chapter 3 explains the process for conducting an equity needs assessment in the local district. Chapter 4 addresses planning. Chapter 5 outlines the student competencies on which the model focuses as well as the school actions needed to fulfill the competencies. It offers seven major strategies to help the local planning team develop an effective vocational equity plan. Chapters 6 through 12 detail the seven strategies and their corresponding activities. Tips, cautions, and examples for each are given. The strategies are promotional, staff development, affirmative guidance, curricular, classroom, school environment, administrative, and parent/community involvement. Chapter 13 focuses on evaluation, the final phase of the model. Appendices amounting to over 100 pages include support materials, sample forms, surveys, data collection charts, data tabulation worksheets, analysis guide sheets, and 31 references. (YLB)

ED 306 388

CE 052 327

Martino, Susan. Women, Jennifer.
 Educational Equity Options. A Resource Bibliography.
 Wider Opportunities for Women, Inc., Washington, D.C.

Spons Agency—Wider Opportunities for Women, Inc., San Francisco, Calif.

Pub Date—88

Note—23p

Available from—Wider Opportunities for Women, Inc., 1325 G Street, NW, Lower Level, Washington, DC 20005

Pub Type—Reference Materials—Bibliographies (131)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Description—Audiovisual Aids. Books. *Career Choice. *Career Education. *Educational Resources. *Equal Education. *Equal Opportunities (Jobs). *Learning Resources Centers. *Nontraditional Occupations. *One Parent Family. *Postsecondary Education. *Resource Materials. *Secondary Education. *Sex Discrimination. *Sex Factors. *Sex Stereotypes.

This selected list of educational resources includes 44 video items, 23 books, 9 posters, and 24 educational equity organizations and resource centers. Video materials and books are classified according to appropriate age groups and student abilities. All items are annotated. Topics of the video and books include career choices, special needs students in career, sex stereotypes, women in management, parent roles, finding a job, women's history, single mothers, and sex equity in education. (KC)

ED 322 231

UD 026 844

Milmon, Norma J. Gonzalez, Frank, Ed.
 Modeling Equitable Behavior in the Classroom.
 Training Module V.
 Desegregation Assistance Center - South Central
 Collaborative of Region VI, San Antonio, TX;
 Intercultural Development Research Association,
 San Antonio, Tex.

Spons Agency—Department of Education, Washington, DC

Pub Date—88

Grant—G00-874-5255

Note—63p; For related documents, see UD 026 838-849.

Available from—Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228 (\$7.50; set of 12 modules, \$75.00).

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Description—*Attitude Change. *Behavior Modification. *Classroom Techniques. *Elementary Secondary Education. *Equal Education. *Equal Opportunities (Jobs). *Learning Modules. *Sex Bias. *Sex Stereotypes. *Teacher Behavior. *Teacher Education.

Identifiers—National Origin Desegregation Assistance Centers

Techniques of modeling equitable behavior in the classroom is the subject of this training module. It guides trainers to guide trainers through the activities and lessons which will assist education professionals in identifying and practicing classroom behaviors and language patterns that are free of gender stereotyping and bias. Eight activities are described and materials, including 17 transparency masters and 8 handouts, are contained within the module. Goals for the participants are the following: (1) to become familiar with the nature and effects of gender bias in the classroom setting; (2) to assess the various types of conversational behaviors that contribute to gender bias in the classroom; (3) to assess various verbal communication patterns that contribute to gender stereotyping in the classroom; and (4) to develop an action plan promoting educational equity in the classroom. The suggested time for completion of the module is 3 hours. Eight more training modules and three technical assistance modules related to desegregation and equity are available. (VM)

ED 301 783

CE 051 549

Fair-Fenn, Marcia. And Others.
 Sex Equity in Vocational Education. Monograph.

Volume 1, Number 3.

Ohio State Univ., Columbus. Instructional Materials Lab.

Spons Agency—Ohio State Dept. of Education, Columbus, Div. of Vocational and Career Education.

Pub Date—Apr 86

Note—4p; Document contains colored ink and paper.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC01 Plus Postage.

Description—Civil Rights. *Classroom Techniques. *Education Work Relationships. *Equal Education. *Federal Legislation. *Female. *Instructional Materials. *Male. *Postsecondary Education. *Secondary Education. *Sex Bias. *Sex Discrimination. *Sex Factors. *Sex Stereotypes. *Teacher Attitudes. *Teacher Student Relationship. *Teaching Methods.

Identifiers—Carl D Perkins Vocational Education Act 1984. Title IX Education Amendments 1972

The goal of sex equity in education is to provide unrestricted opportunities for all students. As a result of upbringing, most people have a different set of expectations, behavior standards, rewards, and punishments for females and males. This way of responding differently to each sex is called bias. Sex bias leads to sex discrimination, which has widespread effects on all persons. The three areas of bias most related to curriculum are textbook bias, language bias, and behavioral bias. Sex stereotypes are widespread in all three areas. Stereotyping denies the diversity, complexity, and variation that exist in any group of individuals. Even teachers with a strong orientation toward equity can act on stereotypes. The three steps necessary to eliminate sex stereotyping are awareness, understanding, and action. Teachers should evaluate their classroom environment to check for bias, include students in their activities, and take steps to make the classroom sex-fair. Students should be encouraged to take classes that are nontraditional for their sex, and other students must not be allowed to make fun of them. Two major pieces of legislation form the basis for sex equity in vocational education: Title IX of the Education Amendments of 1972 and Title II of the Carl D Perkins Vocational Education Act of 1984. Because they are shaping the lives of students, vocational educators have a responsibility to be as sex-fair as possible. (KC)

ED 322 239

UD 026 842

Low, Anne. Gonzalez, Frank, Ed.
 Sex Stereotyping and Bias: Their Origin and Effects. Training Module IV.
 Desegregation Assistance Center - South Central
 Collaborative of Region VI, San Antonio, TX;
 Intercultural Development Research Association,
 San Antonio, Tex.

Spons Agency—Department of Education, Washington, DC

Pub Date—88

Grant—G00-874-5255

Note—62p; For related documents, see UD 026 838-849.

Available from—Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228 (\$7.50; complete set of 12 modules, \$75.00).

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Description—*Bias. *Civil Rights. *Classroom Environment. *Elementary Secondary Education. *Equal Education. *Equal Opportunities (Jobs). *Female. *Learning Modules. *Male. *Male Role. *Sex Bias. *Sex Stereotypes. *Teacher Education. *Technical Assistance.

Identifiers—National Origin Desegregation Assistance Centers

The origin and effects of sex stereotyping and bias is the subject of this training module. It guides trainers through the activities and lessons necessary to aid education personnel in identifying sources and effects of sex stereotyping and bias in the classroom setting and in society as a whole. Seven activities are described and materials, including eight transparency masters, four handouts, and 17 visual items, are contained within the module. Goals for the participants are the following: (1) to become aware of the socioeconomic and psychological effects of sex role stereotyping; (2) to become aware of ways in which gender bias and stereotyping are manifested in the classroom setting; and (3) to review sources and effects of gender bias stereotyping in the media. The suggested time for completion of the module is 3 hours. Eight more training modules and three technical assistance modules related to desegregation and equity are available. (VM)

ED 291 632

SO 018 843

Berard, Barbara K. Huppertz, Nancy.
 A Model Program for Sustaining Title IX Capacity Building.

Northwest Regional Educational Lab., Portland, OR. Center for National Origin, Race and Sex Equity.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date—87

Grant—G008610633

Note—171p.

Pub Type—Guides—Classroom—Learner (051)

EDRS Price—MF01/PC07 Plus Postage.

Description—Educational Resources. *Elementary Secondary Education. *Equal Education. *Exhibits. *Inservice Teacher Education. *Mathematics Education. *Science Education. *Sex Factors. *Sex Stereotypes. *Social Studies. *Training. *Visual Aids. *Women's Studies.

Identifiers—Title IX Education Amendments 1972

This manual is intended to increase awareness of Title IX and related equity issues at the local school district level by providing materials and resources to specialists in school districts. The manual (1) describes a model traveling equity resource display; and (2) provides instructions, agendas, and participant materials for a two-day training workshop. Sample display materials and order lists that describe how to obtain items in the display are provided in section 1. Items for the display may be obtained both free of charge and at cost from various equity organizations. Section 2 includes a description of the two-day training workshop and selected samples of workshop materials. The workshop is designed to train local school district personnel to conduct one to two hour inservice training sessions in their own school districts. The workshop comprises four major topic areas: (1) Title IX, (2) women's history, (3) mathematics, and (4) science and computer equity. The following materials are provided for the four components of the workshop: (1) goal statements and content; (2) trainer instruction sheets for the activities; (3) activities handouts; and (4) agenda for a sample workshop. (SM)

Gender and Education: Sociological of the School
Journal of the American Educational Research Association
Report No.—ISBN-0-300-04000-7
Pub Date—86

145p
Available from—Deakin University Press, Deakin
University, Victoria, Australia 3217 (\$14.50)
Pub Type—Books (010)
EDRS Price—MF01 Plus Postage. PC Not Avail-
able from EDRS.

Description—Access to Education, Educational
Opportunities, Elementary Secondary Education,
Equal Education, Equal Opportunities (Jobs),
Feminism, Sex Bias, Sex Discrimination, Sex
Role, Sex Stereotypes, Vocational Education,
Women Studies

Identifiers—Australia

This book presents a comprehensive review of the
progress in equal education for females through an
introduction, discussion and six readings. The intro-
ductory discussion examines the theory that the
state and consequently the education system are
seen as having the promulgation of the dominant
class hegemony as an important part of its function.
The document also traces the interaction between
gender and education in the domestic curriculum,
vocational opportunities and the working condi-
tions of women teachers. In the first three readings,
Sara Delamont looks at ways to counter sexism dur-
ing the child's formative years. Dale Spender dis-
cusses the different ways that males get more
attention in the classroom, and R. W. Connell, D. J.
Ashenden, S. Kessler and G. W. Downer point out
that schools differentiate between male and female
students in ways which reinforce sex stereotypes.
The results of the study carried out in 1974 by the
The Schools Commission on "Girls, School and Soci-
ety," is discussed in reading four. In reading five,
Jean Blackburn discusses removing formal barriers
to access to education for girls and boys, and in the
final reading Jane Hewes and Sue Walsh offer al-
ternatives to single-sex schooling as a solution to
unequal education. An annotated bibliography is
appended. (SM)

ED 264 085

Laman, Marc

Title IX Gender Equity Profile, 1984-85, Boulder
Valley School District,
Boulder Valley School District RE-2, Boulder,
Colo.

Pub Date—Aug 85

Note—116p. Project assistance provided by the
Colorado Department of Education, Sex Equity
Program

Available from—Boulder Valley Public Schools,
6500 E Arapahoe, Boulder, CO 80302

Pub Type—Reports—Research (143)

EDRS Price—MF01 PC05 Plus Postage.

Description—County School Districts, Educational
Opportunities, Elementary Secondary Education,
Equal Education, Females, Institutional Evaluation,
Institutional Research, Males, Nondiscrimi-
natory Education, Profiles, Public Schools,
School Surveys, Self Evaluation (Groups), Sex
Bias, Sex Discrimination, Sex Fairness, Sex Stereotypes

Identifiers—Title IX Education Amendments IX

Data representing figures for the 1983-84 and
1984-85 school years update the degree of compli-
ance with Title IX in Boulder Valley School District
(Colorado). Findings represent three major compo-
nents: (1) baseline data which includes numbers
and percentages by gender of enrollment in various
courses and activities, Comprehensive Test of Basic
Skills (CTBS) achievement, similarities and differ-
ences, staffing patterns, disciplinary actions, sus-
pensions and school drop-out rate; (2) K-6
student-teacher interaction observations in 235 ele-
mentary class groups; and (3) questionnaires, which
were distributed to all district certified employees
(1566) to tap knowledge, attitudes, and interests
relative to gender equity. Results suggest that of the
16 areas examined, four were found to be areas of
strength with the remaining 12 indicating a need for
education, awareness and action. Some of the re-
port's findings indicate that although secondary
teachers approached equity in terms of gender, dis-
tribution by subject area showed significant discrep-
ancies; that there was a difference between numbers
of boys and girls enrolled in 117 courses; that sex
differences corresponding with traditional career
choice for women were found in every area; that of
17 subject areas examined, statistically significant
differences between CTBS scores of girls and boys
were reported in three; that of the total number of
students in special education, 71 percent were boys;
that more boys (73 percent) were involved in events
leading to written notice of suspension; that gender
was a significant factor in three categories of stu-
dent-teacher interaction; that more boys partici-
pated in athletic teams; and that approximately 73
percent of school and classroom environment obser-
vations were identified as reflections of gender dis-
parity. (LH)

ED 284 393

HE 020 483

Eliminating Sexism in the Classroom.

Oregon State Univ., Corvallis.

Pub Date—(87)

Note—15p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Description—Change Strategies, Equal Education,
Expectations, Higher Education, Language Use,
Sex Bias, Sex Discrimination, Sex Stereotypes,
State Universities, Teacher Attitudes,
Teacher Behavior, Teacher Student Relationship
Identifiers—Oregon State University

Ways to eliminate sexism (discrimination based
on sex) in Oregon State University classrooms are
suggested, with attention to language, behavior, and
expectations. Social outcomes of sexism are also
identified. Unequal treatment singles out or ignores
the individual. As a result, students may lose confi-
dence, lower academic goals, or limit their career
choices. Professors may transmit unexamined cul-
tural assumptions that may include the belief that
women are less intellectually committed and their
work is less important than men's work. Women
need access to the same employment and educa-
tional options available to men. Six suggestions for
using language to provide a congenial atmosphere
are offered, along with 11 suggestions for changes in
faculty behavior, and 8 suggestions for raising fac-
ulty expectations of females, a step toward leveling
them more encouragement. Suggestions include: in-
corporate women and women's contributions into
lectures, refer to students as "men and women"
rather than "men and girls"; encourage women stu-
dents when they seek to pursue nontraditional
careers, call on women students as much as men
students; and perceive students as individuals,
rather than as men and women. (SW)

ED 251 576

UD 023 969

Expanding Options, Facilitator's Guide—Student
Leader Workshop.

Center for Studies of the Person, San Diego, CA.
Spons Agency—Women's Educational Equity Act
Program (ED), Washington, DC.

Pub Date—84

Note—238p. For related documents, see UD 023
961-968

Available from—WEEA Publishing Center, Educa-
tion Development Center, Inc., 35 Chapel Street,
Newton, MA 02160 (\$12.75 including Coordinator's
Guide, Entire set of 8 guides \$109.50).

Pub Type—Guides—Classroom—Teacher (032)

EDRS Price—MF01 Plus Postage. PC Not Avail-
able from EDRS.

Description—Behavior Change, Change Strategies,
Educational Change, Equal Education,
Learning Activities, Resource Materials, Second-
ary Education, Secondary School Students, Sex
Bias, Sex Discrimination, Sex Role, Sex Stereotypes,
Student Leadership, Teaching Guides,
Workshops

This guide provides procedures and supporting
materials for a sex equity workshop aimed at sec-
ondary school student leaders that is intended to
expand awareness of sexism and to increase sex-af-
firmative behavior in the educational environment.
The guide describes the content, process, and se-
quential learning experiences for seven sessions.
Sessions 1 and 2 are organized to increase student
awareness of sexism and sex-role stereotyping and
to create a common vocabulary. A simulation expe-
rience in Session 3 helps students identify real-life
attitudes and roles. Sessions 4-6 emphasize in-
creased knowledge about the issues of sex equity.
Session 7 involves application of knowledge about
change processes to personal and school life and
explains the student's role as change agent. In addi-
tion to session-by-session procedures and support-
ing materials, this guide includes mini-lectures,
activity guides, handout materials for the partici-
pants (assessment instruments, activity cards, read-
ings, and worksheets), and transparency masters.
(KH)

ED 278 583

SO 017 671

Girls and Women in Education, A Cross-National
Study of Sex Inequality in Upbringing and in
Schools and Colleges.

Organisation for Economic Cooperation and Devel-
opment, Paris (France).

Report No.—ISBN-92-64-12863-4

Pub Date—86

Note—191p.

Available from—OECD Publications and Informa-
tion Center, Suite 1207, 1750 Pennsylvania Ave.
N.W., Washington D.C. 20006-4582

Pub Type—Reports—Research (143)—Books
(010)

EDRS Price—MF01 Plus Postage. PC Not Avail-
able from EDRS.

Description—Educational Opportunities, Eleme-
ntary Secondary Education, Equal Education,
Foreign Countries, Global Approach, Higher Edu-
cation, School Role, Sex Bias, Sex Discrimina-
tion, Sex Stereotypes, Social Inequality,
Socialization, Teacher Role, Women Educa-
tion

Identifiers—Organisation for Economic Coop-
eration Development

This report examines how far Organisation for
Economic Co-operation and Development (OECD)
countries have come towards realizing equality be-
tween the sexes in education and the factors that
facilitate or hinder progress in this regard. The re-
port examines students in the formal education sys-
tem of schools and colleges and reviews research
findings on factors contributing to sex inequalities in
education. The book is organized into two parts.
Part I is titled "The Nature of Sex Differences in
Learning and Education" and has three chapters.
Chapter 1, "The Female Experience of Schools and
Colleges: A Descriptive Overview," describes the
status made in higher levels of female enrollment
and the inequalities that remain; chapter 2, "Sex
Differences in Early Socialization and Upbringing
and Their Consequences for Educational Choice
and Outcomes," discusses traditional sex roles, how
different socialization agents reinforce each other,
and differs ways in which schools and teachers
contribute to this process; and chapter 3, "The
Development of Sex Stereotyped Attitudes Among
Boys and Girls: Different Models of Their Origins
and Their Educational Implications," examines
three models of the origins and development of sex
differences in attitudes and educational attainment.
Chapters 1 and 3 include extensive bibliographies.
Part 2 of the report provides statistical evidence in
the form of tables. (KWL)

ED 251 573

UD 023 966

Expanding Options, Facilitator's Guide—Second-
ary Teacher Workshop.

Center for Studies of the Person, San Diego, CA.
Spons Agency—Women's Educational Equity Act
Program (ED), Washington, DC.

Pub Date—84

Note—411p. For related documents, see UD 023
961-969

Available from—WEEA Publishing Center, Educa-
tion Development Center, Inc., 35 Chapel Street,
Newton, MA 02160 (\$18.75 including Coordinator's
Guide, Entire set of 8 guides \$109.50).

Pub Type—Guides—Classroom—Teacher (032)

EDRS Price—MF01 Plus Postage. PC Not Avail-
able from EDRS.

Description—Assertiveness, Behavior Change,
Change Strategies, Educational Change, Equal
Education, Learning Activities, Resource Materi-
als, Secondary Education, Secondary School
Teachers, Sex Bias, Sex Discrimination, Sex
Role, Sex Stereotypes, Teacher Workshops,
Teaching Guides

This guide provides procedures and supporting
materials for a sex equity workshop targeted at sec-
ondary school teachers. The workshop is intended
to expand awareness of sexism and to increase
sex-affirmative behavior in the educational environ-
ment. The guide describes the content, process, and
sequential learning experiences for six sessions, plus
an optional seventh session. Sessions 1 and 2 are
organized to increase awareness of sexism and
sex-role stereotyping and to provide a common vo-
cubulary. Sessions 3 and 4 focus on the results of sex
discrimination and some remedies in education.
Sessions 5 and 6 investigate the school environment
(what is) and planning for change (what should be).
The optional seventh session deals with assertive-
ness training which is intended to lead to the devel-
opment of effective change agents. In addition to
session-by-session procedures and supporting mate-
rials, this guide includes mini-lectures, activity
guides, handout materials for the participants (as-
sessment instruments, activity cards, readings and
worksheets), and transparency masters. (Au-
thor/KH)

BEST COPY AVAILABLE

ED 251 572 UD 023 965
Expanding Options. Facilitator's Guide-Counselor Workshop

Center for Studies of the Person, San Diego, CA
Spons Agency—Women's Educational Equity Act
Program (ED), Washington, DC

Pub Date—84
Note—359p. For related documents, see UD 023 961-969

Available from—WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160 (\$16.75 including Coordinator's Guide. Entire set of 8 guides \$109.50)

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Description—Assertiveness. *Behavior Change. *Change Strategies. *Educational Change. Elementary Secondary Education. Equal Education. Learning Activities. Resource Materials. *School Counselors. *Sex Bias. *Sex Discrimination. Sex Role. Sex Stereotypes. Teaching Guides. Workshops

This guide provides procedures and supporting materials for a sex equity workshop, targeted at school counselors, that is intended to expand awareness of sexism and to increase sex-affirmative behavior in the educational environment. The guide describes the content, process, and sequential learning experiences for four sessions, plus an optional fifth session. Sessions 1 and 2 are organized to increase awareness and expand knowledge of sexism and sex-role stereotyping and to create a common vocabulary. Sessions 3 and 4 focus on Title IX and its impact for counselors. They include activities and materials for evaluation and for improving sex equity in counseling and guidance programs. The optional session applies assertiveness training skills to sex equity problems and is intended to be useful in the development of effective change agents. In addition to session-by-session procedures and supporting materials, this guide includes mini-lectures, activity guides, handout materials for participants (assessment instruments, activity cards, readings, and worksheets) and transparency masters (Author KH)

ED 251 569 UD 023 962
Expanding Options. Facilitator's Guide-Parent Workshop

Center for Studies of the Person, San Diego, CA
Spons Agency—Women's Educational Equity Act
Program (ED), Washington, DC

Pub Date—84
Note—441p. For related documents, see UD 023 961-969

Available from—WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160 (\$19.75 including Coordinator's Guide. Entire set of 8 guides \$109.50)

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Description—Behavior Change. *Change Strategies. *Educational Change. Elementary Education. *Equal Education. Learning Activities. Parent Workshops. Resource Materials. *Sex Bias. *Sex Discrimination. Sex Role. Sex Stereotypes. Teaching Guides

This guide presents procedures and supporting materials for conducting a training workshop on sex equity. Targeted at parents of elementary students, the workshop is intended to provide its participants with the background awareness and knowledge required to promote sex equity in their children's schools. The guide describes the content, process, and sequential learning experiences for six sessions. Sessions 1, 2, and 3 are organized to increase awareness of sexism and sex-role stereotyping and to provide a common vocabulary. Session 4 deals with Title IX, and examines what the parent education might be. Session 5 focuses on developing assertiveness skills to be utilized during Session 6, which deals with planning for change. In addition to describing session-by-session goals and procedures, this guide contains mini-lectures, activity guides, handout materials (assessment instruments, activity cards, readings, and worksheets) and transparency masters (KH)

ED 251 571 UD 023 964
Expanding Options. Coordinator's Guide

Center for Studies of the Person, San Diego, CA
Spons Agency—Women's Educational Equity Act
Program (ED), Washington, DC

Pub Date—84
Note—47p. For related documents, see UD 023 961-969

Available from—WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160. Complimentary with each guide or set.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Description—*Behavior Change. Change Strategies. *Educational Change. Elementary Secondary Education. *Equal Education. Program Guides. *Sex Bias. *Sex Discrimination. Sex Role. Sex Stereotypes. *Workshops

This guide provides an overview of the Expanding Options workshops, a comprehensive sex equity training package for all segments of the K-12 educational community. Addressed to program coordinators, this booklet serves as a companion to eight Facilitator's Guides, each of which details workshops for a different section of the intended audience. The coordinator's guide briefly explains the contents of the facilitator's guides, and gives a history of the origins and development of Expanding Options which is intended (1) to impart specific knowledge about sex equity in a number of areas, (2) to change behavior in such a way as to open more equal alternatives for both sexes in their personal and working lives, and (3) to bring attitudes about the appropriate nature of men and women into closer harmony. The guide describes instruments used throughout the program and gives advice on implementing the workshops. It then outlines a typical workshop session and enumerates the responsibilities of coordinators and facilitators. A bibliography of necessary instructional materials follows, and the final item in the booklet is a reproducible calculation chart, a format for determining which readings, worksheets, transparencies, assessment instruments, and activity cards will need to be reproduced. (KH)

ED 251 568 UD 023 961
Expanding Options. Facilitator's Guide-Student Workshop

Center for Studies of the Person, San Diego, CA
Spons Agency—Women's Educational Equity Act
Program (ED), Washington, DC

Pub Date—84
Note—223p. For related documents, see 023 962-969

Available from—WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160 (\$12.25 including Coordinator's Guide. Entire set of 8 guides \$109.50)

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Description—*Behavior Change. Equal Education. Learning Activities. Resource Materials. Secondary Education. *Secondary School Students. *Sex Bias. *Sex Discrimination. Sex Role. Sex Stereotypes. Teaching Guides. Workshops

This guide provides procedures and supporting materials for conducting a training workshop on sex equity which is intended to expand awareness and knowledge of the effects of sexism and to increase sex-affirmative behavior in the educational environment. Divided into nine sessions, the workshop is targeted at students in junior and senior high school. Sessions 1 and 2 are organized to increase student awareness of sexism and sex-role stereotyping, and to help students identify specific examples while developing a shared vocabulary. The next five sessions emphasize increased student knowledge about issues of sex equity (the legal aspects, the limiting effects of sex-role expectations, socialization agents, women and men in the labor force, and language and sexism). The final two sessions are designed so that teacher and students can clarify and share ideas and opinions about sex equity. In addition to describing session-by-session procedures, this guide also includes mini-lectures, activity guides, handout materials for the participants (assessment instruments, activity cards, readings, and worksheets), and transparency masters (KH).

ED 251 570 UD 023 963
Expanding Options. Facilitator's Guide-Administrator Workshop

Center for Studies of the Person, San Diego, CA
Spons Agency—Women's Educational Equity Act
Program (ED), Washington, DC

Pub Date—84
Note—126p. For related documents, see UD 023 961-969

Available from—WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160 (\$9.00 including Coordinator's Guide. Entire set of 8 guides \$109.50)

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Description—*Administrators. *Behavior Change. *Change Strategies. *Educational Change. Elementary Secondary Education. Equal Education. Learning Activities. Management Development. Resource Materials. *Sex Bias. *Sex Discrimination. Sex Role. Sex Stereotypes. Teaching Guides. Workshops

This guide provides procedures and supporting materials for a training workshop on sex equity targeted at local school administrators. The workshop is intended to promote administrator readiness to support sex equity, and to increase administrator commitment and skills to implement the spirit as well as the letter of Title IX and similar legislation. The guide describes the content, process, and sequential learning experiences for two sessions. Session 1 is organized to increase awareness of sex-role stereotyping and discrimination and to provide a common vocabulary. Session 2 focuses on language bias. Title IX, and practical action strategies for achieving sex equity. In addition to describing session-by-session goals and procedures, the guide contains mini-lectures, activity guides, handout materials for the participants (assessment instruments, activity cards, readings, and worksheets), and transparency masters (KH)

ED 247 849 HE 017 533

Simonson, Joy R. Menzer, Jeffrey A.
Catching Up: A Review of the Women's Educational Equity Act Program

Citizens Council on Women's Education, Washington, DC; National Coalition for Women and Girls in Education

Spons Agency—Rockefeller Family Fund, Inc., New York, N.Y.
Pub Date—Feb 84

Note—53p. A project of the National Coalition for Women and Girls in Education

Available from—Citizens Council on Women's Education, 2401 Virginia Avenue, N.W., Washington, DC 20037 (\$3.00)

Pub Type—Reports - Descriptive (141) - Legal/Legislative Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Description—Advisory Committees. Affirmative Action. Curriculum Development. Disabilities. Educational Equity (Finance). Educational History. Elementary Secondary Education. *Equal Education. *Federal Aid. Federal Legislation. Legislation. Mathematics Instruction. Program Descriptions. Secondary Students. Science Instruction. *Sex Stereotypes. *Women's Education Identifiers—Case Histories. *Women's Educational Equity Act

Case histories of Women's Educational Equity Act (WEEA) projects are presented along with information on WEEA's mandate, operations, and achievements. The WEEA projects support the development of curricula and training materials for the education of females at pre-elementary to post-secondary schools, along with efforts of private sector and community groups. The project descriptions cover math and science, sex-role stereotyping in the curricula, infusing equity in educational institutions, Title IX implementation, inequitable and stereotyped teaching, disabled women and girls, minority women, and demonstrations of educational equity in diverse school districts. The major steps for selecting grantees for funding are identified, along with the priority areas for making funding decisions. Historical highlights since the passage of the Women's Educational Equity Act (P.L. 95-561) in 1974 are also outlined. An overview of the role and activities of the National Advisory Council on Women's Educational Programs is included. Finally, nine future directions for the program are proposed. Appended materials include the text of P.L. 95-561, and data on characteristics of WEEA projects, including users, educational level, subject/focus, and product or program. (SW)

ED 243 802 SO 015 664

Female, Elizabeth Ed. Apr. M. Jan. Ed.
Women and Education, Equity in Equality?
 National Society for the Study of Education, Chicago, Ill.
 Report No.—ISBN 0-8211-0507-8
 Pub Date—84
 Note—266p.

Available from—McCutchan Publishing Corporation, P.O. Box 774, Berkeley, CA 94704 (\$21.75; \$19.50 in quantities of 10 or more copies).

Pub Type—Collected Works—General (020)—Information Analyses (070)—Books (010)

Description Not Available from EDRS.

Descriptors—Academic Achievement, Academically Gifted, Career Development, Curriculum Development, Curriculum Problems, Educational Administration, Educational Objectives, Educational Policy, Educational Research, Educational Trends, Elementary Secondary Education, Equal Education, Feminism, Future (of Society), Higher Education, Mathematics Achievement, Mathematics Instruction, Minority Groups, Models, Postsecondary Education, Sex Bias, Sex Differences, Sex Fairness, Sex Stereotypes, Social Science Research, Women's Studies, Women's Studies.

Suitable for use in postsecondary courses in women's studies, curriculum theory, educational policy, or introductory educational administration, this book presents current scholarship on educational goals for women as well as the role and position of women in education. Twelve essays are presented in separate chapters. Chapter 1, an introduction to conceptual approaches, offers 4 theoretical models for considering the position of women in the educational process: pluralism, assimilation, deficit (the assumption that deficits in cognitive areas are sex-related), and social justice. Chapter 2 contains a brief re-examination of the history of American education from a feminist perspective. Chapter 3 compares the careers and life satisfactions of gifted women and gifted men as revealed in Lewis Terman's 50-year longitudinal study of gifted individuals. The impact of biological factors on males' and females' differential achievement of educational goals is discussed in chapter 4. Chapter 5 explores the learning behaviors of elementary age girls and boys. Where and why sex-related differences exist in mathematics are discussed in chapter 6. Women's studies in the secondary school curriculum is examined in chapter 7. The application of career theories to the career development of adolescent and young women is the topic of chapter 8. Chapter 9 presents changing patterns and continuing inequities in the education of minority women while chapter 10 presents the continuing inequities facing women in higher education. The final two chapters outline a methodology for improving the discipline of women's studies and offer a definition and brief history of women's studies as a discipline (L.P.).

ED 237 799

Knight, James A. And Others.
Factors Contributing to the Enrollment of Males in Program Areas Not Traditional for Their Sex at the Secondary Vocational Education Level in Ohio.

Pub Date—Dec 83

Note—21p.; Paper presented at the American Vocational Association Convention (Anaheim, CA, December 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Access to Education, Attitude Change, Attitudes, Equal Education, Equal Opportunities (Jobs), High Schools, Job Placement, Males, Nontraditional Occupations, Program Effectiveness, School Holding Power, Secondary Education, Sex Bias, Sex Fairness, Sex Stereotypes, Student Recruitment, Vocational Education.

Identifiers—Ohio

This research was conducted to identify factors contributing to the enrollment of male high school students in Ohio in program areas nontraditional for their sex. Using the 1980 Executive Student Follow-up Report, 28 vocational education programs not traditional for males in Ohio (less than 20 percent male enrollment) were identified, and the top 20 programs according to number of males enrolled were found in 14 different schools. In 13 of these schools, interviews were conducted, through 17 interviews, 90 male students, 29 teachers, and 16 counselors were contacted. The males interviewed were enrolled in medical laboratory assistant, dental assisting, diversified health, cosmetology, bank teller, child care, home furnishings, and community and home programs. Most students indicated that they were happy with their program choices, suffered little discrimination, and had chosen the programs primarily for their quality or because nothing else was available. Teachers, counselors, and administrators interviewed were overwhelming proponents of sex equity and most had attended training to learn to promote sex equity in their institutions. Role models and sex-fair instructional and orientation materials were found to be significant factors in the recruitment, retention, and placement of male students in nontraditional programs. Based on the data gathered in this study, 16 recommendations were made for recruiting and retaining male students in traditionally female vocational education programs. These recommendations include providing all students with information about all vocational programs, talking to students about job opportunities in traditionally female occupations, inviting parents of students to orientations to inform them about programs, developing promotional and instructional materials showing males in nontraditional roles, taking students to job sites, and making sure the whole student recruitment process is sex fair. (KC)

CE 037 800

ED 237 723

Ruzicka, Pat.
Working for Equity: Finding Equity Issues in the Schools.
 Northwest Regional Educational Lab., Portland, Oreg.

Pub Date—Sep 83

Note—26p.; Prepared at the Center for Sex Equity, and developed for Model Program Site Cadres.
 Pub Type—Guides—Non-Classroom (055)
 EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, Educational Improvement, Educational Needs, Educational Objectives, Educational Planning, Educational Policy, Educational Quality, Educational Trends, Equal Education, Females, Future (of Society), Language Usage, Males, Policy Formation, School Role, Secondary Education, Sex Bias, Sex Fairness, Sex Stereotypes, Student Needs.

This packet contains a presenter's outline and notes, an outline of major points, transparency masters, and the text of the presentation entitled "Finding Equity Issues in the Schools." The presentation is an introduction to educational equity and how it fits in with educational trends and thinking. The purpose of the presentation is to illustrate that (1) equity issues are integral components in several major educational themes and (2) excellence in education cannot be achieved unless equity issues in the school system are identified and satisfactorily resolved. The presentation, which is scheduled to take 15-30 minutes to complete, covers the following topics: what is equity, equity and educational thinking, emerging trends and equity issues, quality education and equity issues, effective schooling practices and equity issues, and achieving excellence in education. A list of references is included in the presentation. (KC)

CE 037 729

ED 221 818

Klein, Susan S. Dewitt, Kathleen.
What's Left of Federal Funding for Sex Equity in Education?

National Advisory Council on Women's Educational Programs, Washington, D.C.

Pub Date—Jun 82

Note—47p.; For related document, see CE 016 257.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, Equal Education, Federal Aid, Federal Programs, Financial Support, Postsecondary Education, Program Descriptions, Public Agencies, Sex Discrimination, Sex Fairness, Sex Stereotypes.

This overview of funding available for women's equity from federal sources reflects the decreasing governmental support for equal education programs. Major attention is given to federal support of research and development activities, and suggestions are offered on general strategies for obtaining such funds related to sex equity in education. Some federal funding sources are described, including the Women's Education Equity Act Program, Title IV of the Civil Rights Act, Vocational Education Act Programs, the National Institute of Education, the Fund for the Improvement of Postsecondary Education, the National Center for Education Statistics, the Office for Civil Rights, agencies within the Department of Health and Human Services, and ACTION, to name a few. These materials provide an agency overview, its relevance to sex equity, potential applicants, and publications and agency contacts. Programs both within and outside of the U.S. Department of Education are included. Public funding information sources are also listed with addresses and publications listings. (JAC)

CG 016 256

ED 237 609

CE 037 590

Vocational Education: Where Are the Minorities and Women?

Spons Agency—Commission on Civil Rights, Washington, D.C.

Pub Date—Mar 83

Note—51p. A statement prepared by the Wisconsin Advisory Committee to the U.S. Commission on Civil Rights.

Pub Type—Informational Analyses (070)

EDRS Price - MF01 PC03 Plus Postage.

Descriptors—Access to Education, American Indians, Apprenticeships, Bilingual Education, Career Choice, Educational Legislation, Educational Needs, *Educational Opportunities, Enrollment, Enrollment Trends, *Equal Education, Equal Opportunities (Jobs), Federal Legislation, *Females, *Minority Groups, Needs Assessment, Racial Discrimination, Salary Wage Differentials, Sex Discrimination, Sex Fairness, Sex Stereotypes, *Vocational Education

Identifiers—*Milwaukee Area Technical College [W]

The principal justification for the federal government's long-term and substantial support of vocational education programs is the need to provide opportunities for American workers, particularly those without marketable skills from lower income and minority families, to develop job-related skills. In recent decades, Congress has enacted several laws aimed at eliminating race and sex stereotyping in vocational education institutions. Based on an examination of the enrollment patterns at Milwaukee Area Technical College (MATC), it would appear that MATC perpetuates racial and sex stereotypes historically associated with vocational education in the United States: since females and minority group members studying there are concentrated in educational programs whose graduates earn salaries that are below the average salaries generally earned by MATC graduates. Therefore, MATC officials should reexamine their efforts to eliminate sex and racial stereotypes and to open up opportunities previously denied to students because of their sex or race. Particularly needed are negotiations with state officials and employers to develop an affirmative action plan that would expand opportunities for racial minority group members and women in apprenticeship training programs conducted at the school. Furthermore, MATC officials should develop a system to monitor their progress in eliminating bias in their program and should seek the funds necessary to support their American Indian and bilingual programs (MN)

ED 239 533

CE 035 483

Byrne, Eileen M.

Technical and Vocational Education for Women—The Way Ahead.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ED/80/CONF.401/3

Pub Date—12 May 80

Note—104p. Prepared for the International Congress on the Situation of Women in Technical and Vocational Education (Bonn, Federal Republic of Germany, June 9-12, 1980). Some pages may not reproduce well.

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cross Cultural Studies, Cultural Context, Cultural Influences, Developed Nations, Developing Nations, *Educational Needs, Educational Trends, Elementary Secondary Education, *Employment Practices, Equal Education, Equal Opportunities (Jobs), *Females, Futures (of Society), *Global Approach, Males, Policy Formation, Postsecondary Education, Sex Bias, Sex Differences, *Sex Discrimination, Sex Fairness, Sex Stereotypes, Sociocultural Patterns, *Vocational Education, *Women Education

In terms of women's activities outside the home, a steady trend of expansion has existed in both quantitative and qualitative respects over the last decade. Evidence justifies encouraging girls to pursue longer vocationally-oriented studies in a wider range of occupational areas, since evidence points to the possibility that from one-in-three to one-in-five girls sitting in today's classrooms throughout the world will either wish to, or have to, work in adulthood (whether married or single). The evidence does not justify using outdated concepts of innate psychological or physiological sex difference as a basis for continuing to designate sectors or specific employment or home tasks as "male" or "female." Hence, sex segregation of vocational preparation is equally unjustified. The questions raised for education by this changing and constantly developing social and economic pattern affect not only the structure but the content of educational preparation of girls and boys for work, home, and civil life. Strong arguments exist for educators of each nation, in direct collaboration with their colleagues responsible for family law reform, social services, and welfare to look at the educational preparation of their people for employment and for work of an unpaid nature that is, nonetheless, civically and economically important. The strong impression given by the collective educational, social, and economic evidence is that there is a mismatch of educational objectives and demands of the labor market that might be in danger of widening, not narrowing, the sex gap, if not corrected. (KC)

ED 268 050

SO 017 043

Keeping Sex Equity Issues "In The News." A Collection of Brief Articles for Reprints in School Newsletters and Bulletins.

Michigan State Board of Education, Lansing Office for Sex Equity in Education

Pub Date—84

Note—26p.

Pub Type—Collected Works - Serials (022) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Development, Childhood Needs, Child Neglect, Child Rearing, Computer Science Education, Day Care, Educational Discrimination, Elementary Secondary Education, *Equal Education, Equal Facilities, Females, Feminism, Gifted, Males, Nontraditional Occupations, *Sex Fairness, *Sex Stereotypes, Women Education

Identifiers—Title IX Education Amendments 1972

A collection of 16 brief articles are provided as possible reprints for newsletters and bulletins in school district working to achieve Title IX compliance and sex equity. Topics covered are children's spare time, women in nontraditional jobs, changing work patterns, females and math, toys and toys, child care and working parents, tomboys, gifted females, boys as nurturing parents, latchkey children, household chores in nontraditional families, the men's movement, sex equity in computer education, computerphobia, and teacher expectations on achievement. Each article runs from one-half to one page in length. An evaluation form is included. (LP)

ED 298 837

HE 021 828

Snyder, Jennifer R.

The Campus Climate Revisited: Chilly for Women Faculty, Administrators, and Graduate Students. (Final Report.)

Association of American Colleges, Washington, D.C.

Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Pub Date—Dec 86

Grant—O008341044

Note—112p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Attitude Change, Civil Rights, *College Environment, Employed Women, Employment Practices, Equal Education, Equal Opportunities (Jobs), *Females, Grants, Higher Education, Occupational Mobility, Promotion (Occupational), *Sex Discrimination, Sex Stereotypes, *Women Faculty, Women Education

Identifiers—*FIPSE Project, Women Administration

The Project on the Status and Education of Women (PSEW) of the Association of American Colleges describes ways in which women faculty, administrators, and graduate students in higher education are often treated differently from men. Under a grant from the Fund for the Improvement of Postsecondary Education (FIPSE), PSEW investigated negative behaviors and attitudes toward women professionals and pre-professionals on campus in order to assist institutions create and adapt policies and programs to counteract these problems and provide strategies for change. The FIPSE-supported report, "The Campus Climate Revisited: Chilly for Women Faculty, Administrators, and Graduate Students," addresses such issues as stereotypes, collegiality, structural sexism, sexuality, sexual harassment, and devaluation. Approximately 100 recommendations are provided. As a result of the PSEW project, the existence of subtle discriminatory attitudes and behaviors affecting the hiring and advancement of women professionals in higher education is confirmed (but noted to be mostly unintentional and unnoticed by the majority of men and women involved). Ten appendices offer the following: a copy of "The Campus Climate Revisited: Chilly for Women Faculty, Administrators and Graduate Students"; budget; "On Campus With Women"; advisory committee meeting agenda and list of participants; workshop agenda, cover letter and press release; promotional materials; extension of project request; sample letters and evaluation questionnaire responses; and selected press articles. (SM)

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II. EQUAL EDUCATION & SEX BIAS

EJ 437 494 EA 526 126
Road Less Traveled by Girls. Holmes, Natalie. *Journal of Educational Administration*, v48 n10 p11-14, 16-20 Dec 1991.

Descriptors: *Sex Bias; *Mathematics; *Engineering; *Computer Science; *Equal Education; Administrator Responsibility; Elementary Secondary Education; Scores

Recent surveys show significant gaps between men's and women's performance on NAEP and SAT math sections and little change in career choices along gender lines. Sex equity advocates believe that subtle practices in school classrooms are denying girls the opportunity to reach their full potential. This article offers advice on addressing gender equity issues. Resources are listed. (MLH)

EJ 423 867 SP 520 266
Sexism and Curricular 'Choice.' Gillborn, David. *Cambridge Journal of Education*, v20 n2 p161-74 1990.

Descriptors: Secondary Education; Foreign Countries; Secondary School Teachers; *Teacher Role; Secondary School Students; *Sex Bias; *Sex Stereotypes; *Sex Role; Males; Females; Equal Education; Access to Education; Educational Discrimination; *School Responsibility; Case Studies; *Course Selection (Students)

Identifiers: England; Wales

Examines sexism and curricular patterns in Britain's educational system describing one educational, secondary school. Option choice, school regulation processes and teacher role in reinforcing gender stereotypes are discussed. Results indicate that option patterns and student assumptions lead to choices reflecting traditional, stereotypical gender roles. (SM)

J 419 192 SO 521 506
Women and Literacy: A Quest for Justice. Ramas, Lalita. *Prospect*, v19 n4 p519-30 1989. (Reprint: UMI)

Descriptors: *Equal Education; *Access to Education; *Justice; *Feminism; Women's Studies; Literacy; *Females; *Literacy; Attitudes; Case Studies; Student Needs; Political Influences; Consciousness Raising; Cross Cultural Studies; Adult Basic Education; Sex Bias; Developing Nations; Developed Nations; Cultural Context

Identifiers: *Empowerment; Literacy Campaigns
and literacy for women with justice and empowerment. It is that 70 percent of illiterates are female. Statistics that reflect the strength of patriarchal attitudes in male-dominated literacy campaigns. Presents three studies to show cultural differences in women's literacy issues. Suggests strategies for achieving justice through literacy and the implications of their implementation. (CH)

EJ 409 889 CG 537 508
Counselor-Teacher Interface: Promoting Nondiscriminatory and Career Development. McCormick, Patricia E. *Journal of Management Counseling and Development*, v18 n1 p2-10 Jan 1990. (Reprint: UMI)

Descriptors: *Equal Education; *Sex Fairness; *Career Counseling; *Career Development; Sex Bias; Counselor Role; Teacher Role; Achievement; Sex Stereotypes; Sex Role; Socialization; Counseling Techniques; Teacher Student Relationship; Counselor Client Relationship; Leadership; Self Esteem; Computer Literacy; Elementary Secondary Education

Focuses on equity issues pertaining to women, their career development, and interface between counselor and teacher in addressing these issues. Points out the inconsistency between the idea of equity and actual practice based on differences between male and female achievement. Offers suggestions to teachers and counselors for initiating and maintaining nondiscriminatory education and career development for all students. (PVV)

EJ 430 267 IR 523 260
The Computer Gender Gap: Children's Attitudes, Performance and Socialization. Nelson, Carole S.; Watson, J. Allen. *Journal of Educational Technology Systems*, v19 n4 p345-53 1990-91.

Descriptors: Academic Achievement; *Computer Assisted Instruction; Courseware; Educational Technology; Elementary Secondary Education; *Equal Education; Family Influence; Futures (of Society); Literature Reviews; Mathematics Anxiety; Sex Bias; *Sex Differences; Student Attitudes; Teacher Influence

Identifiers: *Computer Equity
Discusses a review of research studies on gender differences in computer-based education that revealed significant discrepancies between equality of access and performance outcomes for female and male users. Highlights include the proposed future of education and technology, math anxiety, influence of family, gender bias in software, and influence of teachers. (34 references) (LHw)

EJ 423 840 SP 520 239
Gender Equity for a New Generation: Teacher Educators Can Make a Difference. Rose, Toby; Dunne, Faith. *Contemporary Education*, v61 n1 p29-31 Fall 1989. (Reprint: UMI)

Descriptors: *Preservice Teacher Education; Teacher Education Curriculum; *Sex Bias; *Sex Fairness; Teacher Educators; Feminism; Methods Courses; Student Development; *Classroom Communication; *Teaching Methods; *Equal Education; Teacher Role; Higher Education; Elementary Secondary Education

Presents recommendations for teacher educators to prepare students to deal with sex bias in the schools (e.g., teacher educators must model what they teach, prospective teachers must study classroom dynamics to eliminate bias in classroom communication, and methods courses must incorporate research on how bias affects teaching methods). (SM)

EJ 416 626 EC 231 954
Gifted Adolescent Females' Attitudes toward Gender Equality in Educational and Interpersonal Relationships. Bakken, Linda. And Others. *Research Review*, v12 n4 p261-64 Jun 1990. (Reprint: UMI)

Descriptors: *Gifted; Secondary Education; *Females; *Student Attitudes; Feminism; Employment Opportunities; Social Attitudes; *Equal Education; *Equal Opportunities (Jobs); Sex Discrimination; *Sex Bias; Surveys; Adolescents; Sex Differences; Sex Role

Gifted adolescent females (N=122) in a seminar on careers and intellectual opportunities for women were surveyed for attitudes toward gender equality. Although 75 percent of the sample strongly agreed that women should expect equality in professional and academic domains, belief in equality in dating, marriage, and etiquette was far more variable. (Author/PB)

EJ 409 562 HE 526 549
Students on Campus: Sex, Race, and Diversity Tapes. Bernstein, Alison. *Change*, v22 n2 p18-23 Mar-Apr 1990. (Reprint: UMI)

Descriptors: Higher Education; *College Students; Sex Bias; Feminism; Women's Education; Females; *Equal Education; Single Sex Colleges; Trustees; Open Enrollment; *Access to Education; *Cultural Pluralism; *Role of Education; Racial Relations; Minority Groups
Identifiers: Columbia University NY; Vassar College NY; City University of New York Coll of Staten Island; Fund for Improvement of Postsecondary Education; *Civil Rights Movement

A program officer at the Ford Foundation traces her experiences as student and 'young trustee' at Vassar, graduate student at Columbia University during the early '70s, and teacher at Staten Island Community College. The challenge of diversity that she encountered in the '70s is seen as still prevalent today. (MLW)

EJ 427 931 UD 515 8
School for Scandal: Different Educational Experiences for Females and Males. LaFrance, M. Anne. *Gender and Education*, v3 n1 p3-13 1991.

Descriptors: Body Language; Cues; *Elementary Secondary Education; Equal Education; *Expectation; Sex Differences; *Sex Bias; *Teacher Attitudes; Teachers; Verbal Communication

Drawing on the empirical literature on classroom as actors and non-verbal communication, attempts to show that latent sex discrimination in schools continues. Finds that teachers expect and encourage more participation from boys. Girls are more often interrupted and are expected to be better listeners. (DM)

EJ 422 281 UD 515 668
Equal Opportunities: Rhetoric or Action. Lees, Sue; Scott, Maria. *Gender and Education*, v2 n3 p333-43 1990.

Descriptors: *College Administration; Educational Legislation; Equal Education; Equal Opportunities (Jobs); *Feminism; Foreign Countries; *Higher Education; *Sex Bias; *Women's Education

Identifiers: *Great Britain
Note: Theme issue with the title 'Equal Opportunities in Practice.'

Evaluates the effect of equal opportunity legislation on women's role in British higher education. Finds some progress in curricular change but many obstacles to women's participation in administration. Proposes a transformational model that would democratize institutions. (DM)

EJ 415 798 SO 521 288
Formal Equality and Discrete Discrimination. Kauermann-Walter, Jacqueline, And Others. *Western European Education*, v22 n1 p66-79 Spr 1990. (Reprint: UMI)

Descriptors: *Feminism; *Sex Bias; Higher Education; *Socialization; *Educational Research; Social Values; Elementary Secondary Education; Foreign Countries; Sex Discrimination; *Equal Education; Women's Studies; *Females; *Coeducation

Identifiers: *West Germany
Describes results from 1985 interviews, asking college women how the type of school, educational or women's, influenced their choice of study or occupation in the hard sciences or engineering. Argues educational schools reinforce discrimination against and disadvantage females. Commends feminists' demands for greater sensitivity in detecting sex-discriminating structure and forms of interaction. (NL)

EJ 403 649 CS 739 304
Confronting Sex Stereotypes in the Classroom (ERIC/RCS). Morgan, Mary. *Journal of Reading*, v33 n4 p306-07 Jan 1990. (Reprint: UMI)

Descriptors: Secondary Education; *Sex Stereotypes; *Sex Bias; Sex Role; *Language Usage; Equal Education; Nondiscriminatory Education; *Educational Resources; Teaching Methods

Describes several curriculum resources that focus on eliminating sex stereotypes through nonsexist teaching strategies, activities, and material selection for middle and high school language arts, reading, and English classrooms. (RS)

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EJ 346 **UD 514 879**
New School Governing Bodies—Are Gender and Race on the Agenda? Deem, Rosemary. *Gender and Education*. v1 n3 p247-60 1989
Descriptors: Board of Education Role, Educational Policy, Educational Sociology, Elementary Secondary Education, *Equal Education, Foreign Countries, *Governing Boards, *Politics of Education, Qualitative Research, Racial Bias, *School District Autonomy, *School Districts, Sex Bias, *Teachers, *England
Note: Special issue with the title, "Race, Gender and Education."
 Explores some early findings from a sociological study of new governing bodies in two English local educational authorities (LEAs). Examines the extent to which sexism and racism are being and are reproduced by school governing body meetings and studies sex and race dynamics in the power relations of governing schools. (Author/AF)

EJ 385 761 **TR 519 376**
Assessing Gender Bias in Computer Software. Joseph, Nina Rubak, Demetrius, Diana. *Computer in the Schools*. v5 n1-2 p153-3 1988
Descriptors: *Computer Assisted Instruction, *Courseware, Elementary Secondary Education, *Equal Education, Evaluation Methods, Higher Education, Hypothesis Testing, *Inservice Teacher Education, Microcomputers, *Sex Bias, *Preservice Teacher Education
Identifiers: Chi Square Analysis, *Courseware Evaluation
 Discusses gender bias in educational software programs and describes two studies that explored the ability of preservice and inservice teachers to detect bias in software programs. Evaluation instruments used to measure gender bias are described, and the need for instruction in equity issues is discussed. (2) references (LRW)

EJ 364 516 **CE 518 658**
The Emergence of a Nonracist Approach to Sex Equity. Smith, Nancy. *Educational Considerations*. v15 n1 p13-14 Win 1988
Descriptors: *Equal Education, Teacher Education, *Sex Fairness, *Racial Bias, Models, *Sex Bias
Note: Available from College of Education, Kansas State University, Manhattan, KS 66506
 The author reviews the literature on sex equity, especially with relation to education. She demonstrates that a nonracist approach to sex equity has emerged, but is not a universal use. (CH)

EJ 350 210 **UD 512 714**
Sexism in the Classroom. Huntington, Robin. *Equity and Excellence*. v22 n4-6 p100-04 Sum 1986 (Reprint: UMI)
Descriptors: College Faculty, *College Instruction, *College Students, *Equal Education, *Sex Bias, *Teacher Attitudes, *Women's Education
 Among university students the greatest relative disadvantage for women occurred in small classes taught by men. Women offered more lengthy contributions than men in small classes taught by women. Generally, women's contributions were more likely to receive negative feedback than men's. (LHW)

EJ 303 601 **SP 514 158**
Effects of an Intervention on Middle School Pupils' Relation Making, Achievement, and Sex Role Flexibility. Scott, Kathryn P. *Journal of Educational Research*. v77 n1 p369-75 Jul-Aug 1984
Descriptors: *Equal Education, Sex Bias, *Sex Role, *Academic Achievement, Secondary Education, *Intervention, *Decision Making, Sex Differences
 A decision making achievement and sex role flexibility were examined in a study of middle school students. The following experiment measured the effects of curricular intervention on their personality traits. Results are discussed. (Author/DF)

EJ 403 344 **UD 514 877**
Effective Permission of Race and Gender Issues in Teacher Education Courses. Shah, Seth. *Gender and Education*. v1 n3 p221-36 1989
Descriptors: Core Curriculum, *Cultural Pluralism, *Educational Policy, Elementary Secondary Education, *Equal Education, Ethnic Bias, Foreign Countries, *Instructional Effectiveness, *Multicultural Education, Racial Bias, Sex Bias, Sex Role, *Teacher Education
Identifiers: *United Kingdom
Note: Special issue with the title, "Race, Gender and Education."
 Examines the current debate about 'permission' of race, gender, and culture issues in teacher education in the United Kingdom. Explores the comprehensiveness of any strategy for effective permission in teacher education, ranging from the nature of academic and professional elements to institutional backup to ensure more than a tokenistic approach. (Author/AF)

EJ 381 153 **TM 514 099**
The Role of Public Policy in the Education of Girls and Women. Klein, Susan S. *Educational Evaluation and Policy Analysis*. v9 n3 p219-30 Fall 1987 (Reprint: UMI)
Descriptors: *Public Policy, *Educational Policy, *Females, *Sex Discrimination, Sex Fairness, Sex Bias, Sex Differences, Elementary Secondary Education, *Equal Education, *Women's Education, Higher Education
Identifiers: *Policy Implications, Educational Dissemination
 A conceptual framework illustrates how different public policies have insulated or unimpeded positive, biased, or negative effects on the education of girls and women. Public policies emphasizing sex equity are differential, and general education goals are discussed. Recommendations are included to help ensure that educational policies help females (SLD)

EJ 361 960 **UD 513 281**
Achieving Sex Equity in Education: A Comparison at Pre- and Post-Secondary Levels. Klein, Susan S., Bogart, Karen. *Equity and Excellence*. v23 n1 p114-22 Spr 1987 (Reprint: UMI)
Descriptors: *Equal Education, *Equal Opportunities (Jobs), Elementary Secondary Education, *Females, Higher Education, *Sex Bias, *Sex Stereotypes, *Single Sex Schools
Identifiers: Sex Equity in Educational Leadership
Note: Special issue on Ethnic and Ability Grouping.
 Describes how sex inequities found at the elementary and secondary levels resemble or differ from those at the post secondary level. Identifies strategies to promote equity that can be used at each level. (PS)

EJ 334 250 **EA 519 881**
A Gender at Risk. Shakeshaft, Carol. *Phi Delta Kappan*. v67 n7 p499-503 Mar 1986 (Reprint: UMI)
Descriptors: Elementary Secondary Education, *Educational Change, Educational Research, *Sex Bias, *Females, *Sex Discrimination, *Equal Education, Sex Stereotypes, Administrators, Students, Teachers
 Argues for the educational reform movement to include equity as an equal and serious component in the excellence movement. Describes the prevailing atmosphere of schools and school research and shows its male preference. Outlines the ways females as students, teachers, and administrators are a gender at risk in American schools today. Includes 12 references. (MD)

EJ 300 762 **SP 514**
Sexism and Sex Discrimination in Education. O'Reilly, Patricia, Borman, Kathryn. *Theory in Practice*. v23 n2 p110-16 Spr 1984 (Reprint: UMI)
Descriptors: Sex Bias, *Sex Discrimination, *Employment Patterns, *School Organization, *Equal Education, *Equal Opportunities (Jobs), Higher Education, Education Majors, *Teacher (Occupation)
 The passage of Title IX has had only minimal success in altering school structure. Sex bias in texts and curricula and sexual hazing, promotion, and tenure problems are common in the education field. This article explores if educational institutions reinforce sexist attitudes. (DF)

EJ 394 446 **SP 518 722**
Gender Issues in Teacher Education. Jones, M. *Journal of Teacher Education*. v40 n1 p33-38 Jan-Feb 1989 (Reprint: UMI)
Descriptors: Elementary Secondary Education, *Teacher Behavior, Classroom Observation Techniques, *Equal Education, Analysis of Variance, Teaching Experience, *Science Teachers, *Teacher Expectations of Students, Preservice Teacher Education, *Sex Bias, *Teacher Student Relationship, Beginning Teachers
Identifiers: Brophy Good Dyadic Interaction Coding System
 Findings from a study, based on observation of dyadic teacher-student interaction in high school science classes, indicate that teachers of all levels of experience tend to interact more with male students than female students, and both newly prepared and experienced teachers lack the skills needed to alter their gender-biased behaviors. (LH)

EJ 372 590 **RC 506 623**
Sex Differences in Education: An Overview. Substant, Margaret B. *Comparative Education*. v23 n1 p3-9 1987
Descriptors: *Access to Education, Comparative Education, Differences, *Equal Education, *Educational Opportunities, Females, Males, Sex Stereotypes, *Sex Differences, *Sex Bias, Sex Role, Sociocultural Patterns, Women's Education, Elementary Secondary Education, Higher Education
Note: Theme issue with title "Sex Differences in Education."
 Discusses three areas in which prevailing attitudes seem to work against equal opportunities for women: (1) attitudes affecting female choices of certain subjects and occupations; (2) attitudes of society and employers toward women workers; and (3) attitudes which attribute child-care and domestic tasks almost exclusively to females. (JH2)

EJ 352 306 **EA 521 190**
The Redefinition of Equality of Opportunity. Taylor, Hazel. *Educational Management and Administration*. v15 n1 p13-18 Spr 1987 (Reprint: UMI)
Descriptors: *Equal Education, *Disadvantaged, *Educational Policy, *Working Class, Elementary Secondary Education, Foreign Countries, Sex Bias, Racial Bias, Social Class
Identifiers: *Great Britain
 The most central issue facing educational managers is the redefinition of equal opportunity based on disadvantaged groups' own perceptions of their needs and their analysis of why existing measures have failed. Late twentieth century policies must provide for power sharing at all levels among all groups. Consultation and broader recruitment strategies should help. (MLH)

EJ 324 621 **SP 515 231**
Gender Freedom and the Subtleties of Sexist Education. Houston, Barbara. *Educational Theory*. v35 n4 p359-69 Fall 1985 (Reprint: UMI)
Descriptors: *Sex Bias, *Equal Education, *Educational Objectives, Sociocultural Patterns, Teacher Role, Elementary Secondary Education
 The author addresses the problem of moving from gender-biased education in a sexist culture to an unbiased education, through adoption of a gender-sensitive perspective, which encourages a critical and constant review of the meaning and evaluation attached to gender. This offers greater hope than does a gender-free strategy. (MT)

EJ 294 011 **SO 512 297**
The Relative Roles of Academic, Ascribed, and Socioeconomic Characteristics in College Destinations. Hearn, James C. *Sociology of Education*. v57 n1 p22-30 Jan 1984 (Reprint: UMI)
Descriptors: *Academic Aptitude, *College Choice, *Equal Education, *Socioeconomic Status, Academic Aspiration, College Freshmen, College Bound Students, College Preparation, Educational Research, Educational Sociology, Ethnic Bias, Racial Bias, Higher Education, Racial Discrimination, Sex Bias, Social Class, Social Differences, Social Status
 Though educationally relevant factors are the most important in explaining college destinations, socioeconomic factors still play a big role. Influence of the ascriptive factors of race, ethnicity, and sex are more muted in their effect. The academic and socioeconomic "rich" become richer while the academic and socioeconomic "poor" become poorer. (Author/CS)

ED 340 659 SO 022 116

How Schools Shortchange Girls: Action Guide
Strategies for Improving Gender Equity in
Schools.

American Association of Univ. Women Educa-
tional Foundation, Washington, D.C.
Report No.—ISBN-1-879922-02-9

Pub Date—92

Note—11p. For related documents, see ED 339
674 (How Schools Shortchange Girls) and SO
022 114-115

Available from—American Association of Univer-
sity Women Sales Office, P.O. Box 251, Annapo-
lis Junction, MD 20701-0251 (\$8.95, \$6.95,
members)

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Avail-
able from EDRS

Descriptors—Academic Achievement, Adoles-
cents, *Community Action, Community Leaders,
*Educational Change, *Educational Discrimina-
tion, Educational Objectives, Educational Oppor-
tunities, Educational Policy, Educational
Research, Educational Resources, Elementary
Secondary Education, *Equal Education, *Fe-
males, Males, Mathematics Education, Occupa-
tional Aspiration, Public Schools, Role of
Education, Science Education, *Self Esteem,
*Sex Bias, Sex Discrimination, Student Attitudes,
Student Needs

The American Association of University Women
(AAUW) report, "How Schools Shortchange
Girls," presents compelling evidence that girls are
not receiving the same quality or even quantity of
education as boys. The AAUW report is a synthesis
of all the available research on the subject of girls in
schools. It presents the rationale for a new and en-
lightened education policy to ensure that all chil-
dren in the United States receive the very best
schooling possible. Built around the recommenda-
tions from the AAUW report, this action guide pro-
vides community leaders with strategies for
developing solutions to end gender bias in the class-
room. Several propositions that address aspects of
gender equity in schools are put forth, and with each
a number of action strategies for achieving the propo-
sition are suggested along with a listing of AAUW
and additional resources. A complete list of AAUW
and additional resources also is included. (DB)

ED 340 658 SO 022 115

Shortchanging Girls. Shortchanging America: A
Call to Action. AAUW Initiative for Educational
Equity.

American Association of Univ. Women, Washing-
ton, D.C.

Report No.—ISBN-1-879922-00-2

Pub Date—92

Note—42p. For related documents, see ED 339
674 and SO 022 114-116

Available from—American Association of Univer-
sity Women Sales Office, P.O. Box 251, Annapo-
lis Junction, MD 20701-0251 (\$14.95, members,
\$12.95)

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Avail-
able from EDRS

Descriptors—Academic Achievement, Adoles-
cents, *Educational Change, *Educational Dis-
crimination, Educational Objectives, Educational
Opportunities, Educational Policy, Educational
Research, Elementary Secondary Education,
Equal Education, *Females, Males, Mathematics
Education, Occupational Aspiration, Public
Schools, Role of Education, Science Education,
*Self Esteem, *Sex Bias, Sex Discrimination, So-
cial Science Research, Student Attitudes, Student
Needs

Concerned that most of the education reform de-
bate of the 1980s has ignored the needs of girls, the
American Association of University Women
(AAUW) has launched its Initiative for Educational
Equity. The first steps in this initiative were two-
fold. First, a survey of 3,000 fourth through tenth
grade students, girls and boys from across the coun-
try, was carried out. This survey examined the im-
pact of gender on self-esteem levels, career
aspirations, educational experiences, and math/sci-
ence interests. Second, a roundtable was held Janu-
ary 9, 1991, with leaders from education, business,
government, and the media at which the findings of
the AAUW survey were presented and discussed.
At the roundtable, these leaders expressed their
concern with the problem of gender bias in the
schools and their commitment to working toward
providing better educational opportunities for girls
and young women. This document summarizes the
findings of the AAUW survey and highlights com-
ments by some of the roundtable participants. The
research pointed out that as girls grew, they lost
confidence in their abilities, expect less from life,
and lose interest in challenging courses of study and
rewarding careers, particularly pursuits involving
mathematics and science. Schools play a crucial
role in limiting girls' aspirations, through various
forms of gender bias, including a lower quality and
quantity of classroom attention. Girls' declining
self-esteem is a social problem the schools can and
must play a role in solving. It is crucial that girls
receive the education, support, and challenges they
need to become part of the highly skilled workforce
the United States needs, to reach their full potential
as citizens in a democratic society, and to grow up
to be parents who will challenge and nurture their
own children. The pressing need for a workforce
unequaled in the world combined with the contin-
uing debate over school reform provides a unique
window of opportunity for improving education for
girls. A list of the roundtable's participants and the
agenda are included as appendices. (DB)

ED 340 657 SO 022 114

Shortchanging Girls. Shortchanging America: A
Nationwide Poll To Assess Self Esteem, Educa-
tional Experiences, Interest in Math and Sci-
ence, and Career Aspirations of Girls and Boys
Ages 9-15.

American Association of Univ. Women, Washing-
ton, D.C.

Pub Date—Jan 91

Note—39p. For related documents, see ED 339
674 and SO 022 115-116

Available from—American Association of Univer-
sity Women Sales Office, P.O. Box 251, Annapo-
lis Junction, MD 20701-0251 (\$5.00)

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Avail-
able from EDRS

Descriptors—Academic Achievement, Adoles-
cents, Educational Change, *Educational Dis-
crimination, Educational Objectives, Educational
Opportunities, Educational Research, Elementa-
ry Secondary Education, *Equal Education,
*Females, Graphs, Males, Mathematics Educa-
tion, *Occupational Aspiration, Public Schools,
Role of Education, Science Education, *Self Es-
teem, *Sex Bias, Sex Discrimination, Social Sci-
ence Research, Student Attitudes, Student Needs

The American Association of University Women
(AAUW) sponsored a national survey research
project that polled school aged children to study the
interaction of self-esteem and education and career
aspirations in adolescent girls and boys in today's
society. Three thousand children between grades 4
and 10, in 12 locations nationwide, were surveyed.
The survey examined the differences in attitudes
between girls' and boys' perceptions of themselves
and their futures, measured the changes in attitudes
as adolescents grow older, and identified critical
processes at work in forming adolescents' attitudes
of self-esteem and identity. In addition, the survey
looked at the development of adolescents' aspira-
tions—their career choices and expectations, their
perceptions of gender roles, and the part that educa-
tional setting plays. Finally, the survey examined
the relationship of mathematics and science skills to
self-esteem and career goals of boys and girls.
Among the key findings of the survey was that as
girls and boys grow older, both experience a signifi-
cant loss of self-esteem in a variety of areas, how-
ever, the loss is most dramatic and has the most
long-lasting effect for girls. A number of graphs de-
picting the findings of the survey are included. (DB)

BEST COPY AVAILABLE

ED 322 229

UD 026 842

Low, Rev. Gonzales, Frank, Ed.
Sex Stereotyping and Bias: Their Origin and Effects Training Module IV.

Desegregation Assistance Center - South Central
 Collaborative of Region VI, San Antonio, TX,
 Intercultural Development Research Assoc. Jotn,
 San Antonio, Tex

Spons Agency—Department of Education, Wash-
 ington, DC

Pub Date—88

Grant—G00-874-5255

Note—62p. For related documents, see UD 026
 838-849

Available from—Intercultural Development Re-
 search Association, 5835 Callaghan Road, Suite
 350, San Antonio, TX 78228 (\$7.50, complete set
 of 12 modules \$75.00)

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Avail-
 able from EDRS.

Description—**Bias Civil Rights Classroom Envi-
 ronment, Elementary Secondary Education,
 Equal Education, Equal Opportunities (Jobs),
 *Females Learning Modules, Males Main Media
 Role, *Sex Bias, *Sex Stereotyping, Teacher Edu-
 cation, Technical Assistance**

Identifiers—National Origin Desegregation Assis-
 tance Centers

The origin and effects of sex stereotyping and bias
 is the subject of this training module. It guides train-
 ers through the activities and lessons necessary to
 aid education personnel in identifying sources and
 effects of sex stereotyping and bias in the classroom
 setting and in society as a whole. Seven activities are
 described and materials including eight transpar-
 ency masters, four handouts and 1" visual items
 are contained within the module. Goals for the par-
 ticipants are the following: (1) to become aware of
 the socioeconomic and psychological effects of sex
 role stereotyping; (2) to become aware of ways in
 which gender bias and stereotyping are manifested
 in the classroom setting; and (3) to review source-
 ed effects of gender bias stereotyping in the me-
 dia. The suggested time for completion of the mod-
 ule is 3 hours. Eight more training modules and
 three technical assistance modules related to deseg-
 regation and equity are available. (VHM)

ED 316 490

SO 020 710

Butler, Dee

Title IX: What Is It?

West Virginia State Dept. of Education, Charleston

Pub Date—(87)

Note—18p.

Available from—West Virginia Dept. of Education,
 1900 Washington St., E., B-252, Charleston, WV
 25305 (single copies free)

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Description—**Civil Rights, *Civil Rights Legisla-
 tion, Educational Discrimination, Employed
 Women, Employment Practices, *Equal Educa-
 tion, *Equal Opportunities (Jobs), Females, Selec-
 tive Admission, Sex Bias, *Sex Discrimination,
 *Sex Fairness**

Identifiers—**Title IX Education Amendments
 1972**

Title IX, passed by the U.S. Congress in 1975 as
 part of the Education Amendments, is a public law
 that prohibits sex discrimination against students
 and employees and provides them with equal access
 to courses and to employment in education agen-
 cies, including public school systems. Designed to
 be used in conjunction with a video by the same
 title, this booklet provides a brief overview of the
 five areas that Title IX covers, specifically related to
 West Virginia public schools: (1) Each county must
 conduct a self-evaluation of policy and procedures,
 appoint a Title IX coordinator, and adopt and publi-
 cize a grievance procedure for students and employ-
 ees; (2) No county may discriminate on the basis of
 sex in admitting students to any of its public schools;
 (3) Students, male and female, must be provided
 equal opportunity in being admitted to courses or
 curricular and extracurricular activities. They may
 be separated only during portions of courses that
 deal with human sexuality or during contact sports.
 They must be provided with unbiased counseling
 and testing. They may not be discriminated against
 if they are pregnant, if they are married, or if they
 are potential parents; (4) Males and females, either
 potential employees or those who are already em-
 ployed in the public schools, should be afforded
 equal and fair treatment in all aspects of employ-
 ment; (5) It is the responsibility of the Office for
 Civil Rights at the U.S. Department of Education to
 review the state and counties' Title IX programs.
 (JB)

ED 315 005

HE 023 171

Hall, Colene, Ed.

**Toward a More Inclusive Curriculum: The Integra-
 tion of Gender, Race, and Class Selected Pro-
 ceedings from a Regional Conference (Held at)
 Ursinus College (Collegeville, Pennsylvania, Oc-
 tober 21, 1986), Ephemeris, Volume 1, No. 1.**

Report No.—ISBN-0-9623277-0-0

Pub Date—89

Note—130p.

Available from—Ephemera, 6300 Rockhurst Rd.,
 Bethesda, MD 20817 (\$19.00)

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Avail-
 able from EDRS.

Description—**Blacka, Civil Rights, *College Cur-
 riculum, *Curriculum Development, Employed
 Women, Equal Education, Equal Opportunities
 (Jobs), *Females, Feminism, Higher Education,
 Minority Groups, *Racial Bias, Selective Admis-
 sion, Sex Bias, *Sex Fairness, *Social Status,
 Women's Education, Women's Studies**

The conference proceedings contains 27 papers or
 summaries concerned with integration of gender,
 race, and class in the college curriculum. After an
 introductory paper on the Ursinus model (Colene
 Hall), remarks concerning New Jersey projects
 (Connie Murray and Verdelle Freeman) and the
 keynote address (Margaret Anderson), the first set
 of workshop papers are grouped into the following
 categories: literature, history, history of art, and the
 classics, exercise and sports studies, science and
 technology, and social sciences. Many of these pa-
 pers include course syllabi and extensive subject
 bibliographies. The second group of workshop pa-
 pers look at strategies for change in three sections
 concerned with enlisting administrative and faculty
 support, women's ways of knowing, and how to sus-
 tain a project. An appendix presents a proposal for
 a further phase of Project Quill at Ursinus College.
 Also provided are lists of conference participants,
 conference moderators and presenters, and an au-
 thor index. (SM)

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ED 290 668

SO 018 714

Jeney, Peter

Gender and Education: Sociology of the School.

Deakin Univ., Victoria (Australia).

Report No.—ISBN-0-7300-0400-7

Pub Date—86

Note—145p

Available from—Deakin University Press, Deakin

University, Victoria, Australia 3217 (\$14.50)

Pub Type—Books (010)

EDRS Price—MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptions—*Access to Education, Educational Opportunities, Elementary Secondary Education, *Equal Education, Equal Opportunities (Jobs), Feminism, Sex Bias, *Sex Discrimination, Sex Role, Sex Stereotypes, Vocational Education, *Women Studies

Identifiers—*Australia

This book presents a comprehensive review of the progress in equal education for females through an introductory discussion and six readings. The introductory discussion examines the theory that the state and consequently, the education system are seen as having the promulgation of the dominant class hegemony as an important part of its function. The document also traces the interaction between gender and education in the domestic curriculum, vocational opportunities, and the working conditions of women teachers. In the first three readings, Sam Delamont looks at ways to counter sexism during the child's formative years. Dale Spender discusses the different ways that males get more attention in the classroom, and R. W. Connell, D. J. Ashforth, S. Kessler, and G. W. Downett point out that schools differentiate between male and female students in ways which reinforce sex stereotypes. The results of the study carried out in 1974 by the Schools Commission on "Girls, School and Society," is discussed in reading four. In reading five, Jean Blackburn discusses removing formal barriers to access to education for girls and boys, and in the final reading Jane Kenway and Sue Willis offer alternatives to single-sex schooling as a solution to unequal education. An annotated bibliography is appended. (SM)

ED 287 999

UD 025 875

Cusick, Theresa

The Heart of Excellence: Equal Opportunities and Educational Reform. PEER Report Number 6. NOW Legal Defense and Education Fund, Washington, DC. Project on Equal Education Rights. Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date—87

Grant—G008510394

Note—14p.

Pub Type—Reports - Evaluative (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptions—Dropouts, *Educational Change,

*Educational Discrimination, Elementary Sec-

ondary Education, *Equal Education, *Females,

High Risk Persons, Pregnant Students, School

Demography, *School Effectiveness, *Sex Bias,

Sex Role

The demographics of American schools are changing. While the actual number of school children has declined, the proportion of minority students, poor students, and students from one parent families has grown steadily. Education must be reformed to address these populations with equity. Strategies which have been adopted, such as more student testing and more teacher evaluation, are not solutions which will help low-achieving students. Concern for female students has waned since the passage of Title IX, but girls and young women are still victims of sex stereotyping, which negatively affects their academic achievement. Recommendations for equity reforms are the following: (1) pass state laws which protect the rights of minorities and guarantee equal opportunities in education; (2) bring community social service agencies, health centers and recreational programs into the schools; (3) provide on-site day care for parenting students; (4) develop a school-to-work transition for low income students; (5) create flexible learning opportunities such as part-time and night schools; (6) provide in-service and pre-service training to teachers in methods to overcome racism and sexism; (7) free all tests of bias; (8) improve the quality of instruction before raising requirements; (9) provide preschool enrichment programs; (10) encourage parental involvement; (11) improve school climate; (12) implement affirmative action; (13) provide technical assistance; and (14) make all school programs truly accessible. (VM)

ED 287 751

SO 017 678

Sex Equity Resource Kit Bibliography: A Compilation of Books, Games, Activities, and Resources To Supplement Library and Curriculum Materials with Nonbiased Media.

Michigan State Dept. of Education, Lansing Office of School and Community Affairs.

Pub Date—Jun 86

Note—10p.

Pub Type—Reference Materials - Bibliographies

(131) — Guides - Non-Classroom (035)

EDRS Price—MF01/PC01 Plus Postage.

Descriptions—Books, *Educational Media, Elementary Secondary Education, Equal Education, Games, Instructional Materials, Learning Activities, Library Materials, *Nondiscriminatory Education, Resource Materials, Sex Bias, *Supplementary Reading Materials

Identifiers—*Compilations

This bibliography contains a selection of nonbiased media resources which can be used to supplement existing curriculum materials and library sources. Games, bibliographies, curriculum guides, anthologies, posters, and career guides are included in this compilation of sex equity materials. Documents and media containing information on such subjects as career choices and options, minorities, cultural diversity, equal education, handicaps, poverty, sex stereotyping, male roles, and employment in relation to sex equity are included. Prices are listed for some items. (JHP)

ED 278 883

SO 017 671

Girls and Women in Education: A Cross-National Study of Sex Inequality in Uptaking and in Schools and Colleges.

Organisation for Economic Co-operation and Development, Paris (France).

Report No.—ISBN-92-64-12863-4

Pub Date—86

Note—191p.

Available from—OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Ave. N.W., Washington D.C. 20006-4582

Pub Type—Reports - Research (143) — Books

(010)

EDRS Price—MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptions—*Educational Opportunities, Elementary Secondary Education, *Equal Education, Foreign Countries, Global Approach, Higher Education, *School Role, Sex Bias, *Sex Discrimination, Sex Stereotypes, Social Influences, Socialization, *Teacher Role, *Women's Education

Identifiers—Organisation for Economic Co-operation and Development

This report examines how far Organisation for Economic Co-operation and Development (OECD) countries have come towards realizing equality between the sexes in education and the factors that facilitate or hinder progress in this regard. The report examines students in the formal education system of schools and colleges and reviews research findings on factors contributing to sex inequalities in education. The book is organized into two parts. Part I is titled "The Nature of Sex Differences in Learning and Education" and has three chapters. Chapter 1, "The Female Experience of Schools and Colleges: A Descriptive Overview," describes the trends made in higher levels of female enrollments and the inequalities that remain. Chapter 2, "Sex Differences in Early Socialization and Uptaking and Their Consequences for Educational Choices and Outcomes," discusses traditional sex roles, how different socialization agents reinforce each other, and different ways in which schools and teachers contribute to this process. Chapter 3, "The Development of Sex Stereotyped Attitudes Among Boys and Girls: Different Models of Their Origins and Their Educational Implications," examines three models of the origins and development of sex differences in attitudes and educational attainment. Chapters 1 and 3 include extensive bibliographies. Part 2 of the report provides statistical evidence in the form of tables. (KWL)

ED 286 393

HE 020 483

Eliminating Sexism in the Classroom.

Oregon State Univ., Corvallis

Pub Date—87

Note—15p.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptions—Change Strategies, Equal Education, Expectations, Higher Education, *Language Usage, *Sex Bias, *Sex Discrimination, Sex Stereotypes, *State Universities, *Teacher Attitudes, Teacher Behavior, *Teacher Student Relationship

Identifiers—*Oregon State University

Ways to eliminate sexism (discrimination based on sex) in Oregon State University classrooms are suggested with attention to language, behavior, and expectations. Social outcomes of sexism are also identified. Unequal treatment singles out or ignores the individual. As a result, students may lose confidence, lower academic goals, or limit their career choices. Professors may transmit unexamined cultural assumptions that may include the belief that women are less intellectually committed and their work is less important than men's work. Women need access to the same employment and educational options available to men. Six suggestions for using language to provide a congenial atmosphere are offered, along with 11 suggestions for changes in faculty behavior, and 8 suggestions for raising faculty expectations of females. A step toward lending them more encouragement. Suggestions include incorporate women and women's contributions into lectures, refer to students as "men and women" rather than "men and girls", encourage women students when they seek to pursue nontraditional careers, call on women students as much as men students and perceive students as individuals, rather than as men and women. (SW)

ED 366 377

CG 018 857

A Sex Affirmative Model Program: Counseling and Guidance.

Michigan State Dept. of Education, Lansing Office

for Sex Equity.

Pub Date—Mar 81

Note—84p.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptions—Community Education, Counseling Objectives, *Counseling Services, *Equal Education, Models, Parents, *School Counseling, Secondary Education, *Secondary School Teachers, Sex Bias, *Sex Fairness, *Student Development

Identifiers—*Sex Equity in Educational Leadership

This document, which presents a model for sex affirmative guidance and counseling programs in secondary schools, is the result of the collaborative efforts of 23 Michigan secondary school counselors who attended a seminar on "Building the Model Program: Achieving Sex Equity in Counseling and Guidance Programs." Four program audiences are addressed: students, teachers, parents, and community. Three goals are given for each audience with charts for each goal and audience giving a list of activities, time required, person(s) responsible, and evaluation method. The goals listed for students include career education, academic preparation emphasizing nontraditional courses, and personal development. The goals for teachers and parents stress awareness of the impact of sex role stereotyping on students' lives, helping students explore nontraditional academic interests, and awareness of the world of work today. The goals suggested for the community include support of career education for students, assisting students to explore nontraditional academic preparation, and public relations efforts in sex equity activities. (ABL)

Title IX Gender Equity Profile, 1984-85 Boulder Valley School District.
Boulder Valley School District RE-2, Boulder, Colorado
Date—Aug 85
Note—118p. Project assistance provided by the Colorado Department of Education, Sex Equity Program.

Available from—Boulder Valley Public Schools, 6500 E. Arapahoe, Boulder, CO 80302.
Pub Type—Reports—Research (143)
EDRS Price—MF01/PC05 Plus Postage.

Description—County School Districts, Educational Opportunities, Elementary Secondary Education, *Equal Education, Females, Institutional Evaluations, Institutional Research, Males, Nondiscriminatory Education, Profiles, Public Schools, *School Surveys, *Self Evaluation (Groups), *Sex Bias, Sex Discrimination, *Sex Factors, Sex Stereotypes.

Identifiers—Title IX Education Amendments IX.

Data representing figures for the 1983-84 and 1984-85 school years indicate the degree of compliance with Title IX in Boulder Valley School District (Colorado). Findings represent three major components: (1) baseline data which includes numbers and percentages by gender of enrollment in various courses and activities, Comprehensive Test of Basic Skills (CTBS) achievement summaries and differences, staffing patterns, disciplinary actions, suspensions, and school dropout rate; (2) K-6 student-teacher interaction observations in 235 elementary class groups; and (3) questionnaires which were distributed to all district certified employees (1566) to tap knowledge, attitudes, and interests relative to gender equity. Results suggest that of the 16 areas examined, four were found to be areas of strength, with the remaining 12 indicating a need for education, awareness, and action. Some of the report's findings indicate that although secondary teachers approached equity in terms of gender, distribution by subject area showed a significant discrepancy that there was a difference between numbers of boys and girls enrolled in 117 courses, that sex differences corresponding with traditional career choice for women were found in every area, that of four subject areas examined, statistically significant differences between CTBS scores of girls and boys were reported in three, that of the total number of students in special education, 71 percent were boys, that more boys (72 percent) were involved in events leading to written notice of suspension, that gender was a significant factor in three categories of student-teacher interaction, that more boys participated on athletic teams, and that approximately 73 percent of school and classroom environment observations were identified as reflections of gender disparity. (LH)

ED 242 804

LD 022 940

Team Building Building Teams Project, Washington State Sex Equity in Education Technical Assistance Program.
Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—[83]
Note—83p. Contains several pages of faint/broken type.

Pub Type—Reports—Description (141)
EDRS Price—MF01/PC04 Plus Postage.
Description—Elementary Secondary Education, *Equal Education, Program Descriptions, Program Improvement, School Districts, Sex Bias, *Sex Discrimination, *Sex Factors, State Programs.

Identifiers—PF Project, Washington.

The 1982-83 Team Building Building Teams Project, developed by the Washington State Sex Equity in Education Program staff, is described in this report. The focus of the project is described as district team-building with building level implementation of the district identified needs in attaining sex equity in education. Project summaries are given for school districts which had demonstrated administrative and policy commitment to sex equity in education and were selected to participate in the project. This report also includes a timetable of the project, related correspondence to the participating districts, program agendas for three state-level meetings and evaluations of the meetings. An equity plan, a follow-up plan, and a project report from three of the districts are included in this document. (JW)

ED 251 576

UD 023 969

Expanding Options. Facilitator's Guide—Student Leader Workshop.
Center for Studies of the Person, San Diego, CA. Sports Agency—Women's Educational Equity Act Program (ED). Washington, DC.
Pub Date—84
Note—258p. For related documents, see UD 023 961-968.

Available from—WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160 (\$12.75 including Coordinator's Guide, Entire set of 8 guides \$109.50).

Pub Type—Guides—Classroom—Teacher (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Description—Behavior Change, *Change Strategies, Educational Change, Equal Education, Learning Activities, Resource Materials, Secondary Education, *Secondary School Students, *Sex Bias, *Sex Discrimination, Sex Role, Sex Stereotypes, *Student Leadership, Teaching Guides, Workshops.

This guide provides procedures and supporting materials for a sex equity workshop aimed at secondary school student leaders that is intended to expand awareness of sexism and to increase sex-affirmative behavior in the educational environment. The guide describes the content, process, and sequential learning experiences for seven sessions. Sessions 1 and 2 are organized to increase student awareness of sexism and sex-role stereotyping and to create a common vocabulary. A simulation experience in Session 3 helps students identify real-life attitudes and roles. Sessions 4-6 emphasize increased knowledge about the issues of sex equity. Session 7 involves application of knowledge about change processes to personal and school life and explains the student's role as change agent. In addition to session-by-session procedures and supporting materials, this guide includes mini-lectures, activity guides, handout materials for the participants (assessment instruments, activity cards, readings, and worksheets), and transparency masters. (KH)

ED 243 222

EA 016 718

Gurmer, Charles E.

Title IX and the Achievement of Equal Educational Opportunity: A Legal Handbook.
Council of Chief State School Officers, Washington, D.C.

Sports Agency—Women's Educational Equity Act Program (ED). Washington, DC.
Pub Date—[80]

Contract—300-76-0456, 300-79-0738

Note—110p. Prepared by the Resource Center on Sex Equity.

Pub Type—Guides—Non-Classroom (055)—Legal/Legislative Regulatory Materials (090)

EDRS Price—MF01/PC08 Plus Postage.

Description—Affirmative Action, Compliance (Legal), *Court Litigation, Educational Discrimination, *Educational Opportunities, *Equal Education, Equal Opportunity (Jobs), Federal Courts, *Federal Legislation, Federal Regulation, Females, Justice, Legal Responsibility, Nondiscriminatory Education, Sex Bias, *Sex Discrimination, *Sex Factors, Sex Role.
Identifiers—*Title IX Education Amendments 1972.

Designed to provide an introduction to major issues, controversies, and case law related to Title IX of the Education Amendments of 1972, this handbook is intended to promote more informed interaction between administrators and the attorneys who represent and advise them regarding sex discrimination issues. Following a brief explanation of the need for Title IX in section I, section II discusses the theory and reality of permissible and impermissible discrimination and offers a capsule history of judicial opinions in cases involving sex-based distinctions. In section III, the author discusses the statute's enactment and amendment process and provides a section-by-section analysis. Beginning with an exposition of the implementing regulation's adoption process, authoritativeness, scope, and interpretation, section IV offers a detailed analysis that constitutes the bulk of the document. In addition to its introductory section, this analysis contains sections on (1) coverage, (2) prohibitions of discrimination on the basis of sex in admission and recruitment, education programs and activities, and employment in education programs and activities; and (3) interim procedures. Appendix A provides a copy of the Title IX implementing regulation published in 1980 as C.F.R. Part 106. Appendix B summarizes the United States system of legal references and citations. (JBM)

ED 244 744

PS 014 339

Stone, Karen. And Others.

Guide to Nonsexist Teaching Activities (E-12).
Northwest Regional Educational Lab: Portland, OR. Center for Sex Equity.
Sports Agency—Women's Educational Equity Act Program (ED). Washington, DC.
Report No.—ISBN-0-89774-100-5
Pub Date—83

Note—108p. This publication was first published as "BIAS (Building Instruction Around Sex Equity) Guide to Non-Sexist Teaching Activities (K-12)" in 1982. For related documents, see PS 014 338.
Available from—The Gryss Press, 2214 North Central at Escanaba, Phoenix, AZ 85004-1483 (\$22.50).

Pub Type—Reference Materials—Bibliography

(131)—Guides—Classroom—Teacher (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Description—Annotated Bibliography, Career Guidance, Counseling, Elementary Secondary Education, *Equal Education, Fine Arts, Health Education, Language Arts, Mathematics, Sciences, *Sex Bias, Social Studies, *Textbook Bias.

Designed to offset the effect of sexually biased texts and materials, this annotated bibliography lists available nonsexist instructional resource material for students in kindergarten through twelfth grades. The majority of items focus on activities teachers can use in classroom settings. The guide is organized into the following eight subject areas: general awareness, counseling and career guidance, fine arts, health and physical education, language arts, math and science, social studies, and sex equity organizations. Materials listed include lesson plans, course outlines, supplementary texts, periodicals, games, photographs, multimedia programs, audiovisual materials, and bibliographies. Six appendices respectively detail subject definitions, offer footnote sources, explain how to obtain the materials listed, describe a model for developing nonsexist lesson plans, give an example of a lesson planning activity sheet, and offer guidelines for developing nonbiased materials. (BJD)

ED 243 802

SO 015 664

Fennema, Elizabeth, Ed. Ayer, M. Jana, Ed.

Women and Education, Equity or Equality?
National Society for the Study of Education, Chicago, IL.

Report No.—ISBN-0-8211-0507-8

Pub Date—84

Note—266p.

Available from—McCutchan Publishing Corporation, P.O. Box 774, Berkeley, CA 94704 (\$21.75; \$19.50 in quantities of 10 or more copies).

Pub Type—Collected Works—General (020)—Information Analyses (070)—Books (010)

Document Not Available from EDRS.

Description—Academic Achievement, Academically Gifted, Career Development, Curriculum Development, Curriculum Problems, Educational Administrators, Educational Objectives, *Educational Policy, Educational Research, Educational Trends, Elementary Secondary Education, *Equal Education, Feminism, Futures (of Society), Higher Education, Mathematics Achievement, Mathematics Instruction, Minority Groups, Models, Postsecondary Education, *Sex Bias, *Sex Differences, Sex Factors, Sex Stereotypes, Social Science Research, *Women's Education, Women's Studies.

Suitable for use in postsecondary courses in women's studies, curriculum theory, educational policy, or introductory educational administration, this book presents current scholarship on educational goals for women as well as the role and position of women in education. Twelve essays are presented in separate chapters. Chapter 1, an introduction to conceptual approaches, offers 4 theoretical models for considering the position of women in the educational process: pluralism, assimilation, deficit (the assumption that deficits in cognitive areas are sex-related), and social justice. Chapter 2 contains a brief re-examination of the history of American education from a feminist perspective. Chapter 3 compares the careers and life satisfactions of gifted women and gifted men as revealed in Lewis Terman's 50-year longitudinal study of gifted individuals. The impact of biological factors on males' and females' differential achievement of educational goals is discussed in chapter 4. Chapter 5 explores the learning behaviors of elementary age girls and boys. Where and why sex-related differences exist in mathematics are discussed in chapter 6. Women's studies in the secondary school curriculum is examined in chapter 7. The application of career theories to the career development of adolescent and young women is the topic of chapter 8. Chapter 9 presents changing patterns and continuing inequities in the education of minority women while chapter 10 presents the continuing inequities facing women in higher education. The final two chapters outline a methodology for improving the discipline of women's studies and offer a definition and brief history of women's studies as a discipline. (LP)

ED 237 759 CE 037 800

High, James A. And Others
 Factors Contributing to the Enrollment of Males in
 Program Areas Not Traditional for Their Sex at
 the Secondary Vocational Education Level in
 Ohio.

Pub Date—Dec 83
 Note—21p. Paper presented at the American Vo-
 cational Association Conference (Anaheim, CA,
 December 1983).

Pub Type—Reports—Research (143)—Speeches—
 Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.
 Description—Access to Education, Attitude
 Change, Attitudes Equal Education, Equal Op-
 portunities (Jobs), High Schools, Job Placement,
 *Males, *Nontraditional Occupations, Program
 Effectiveness, School Holding Power, Secondary
 Education Sex Bias, *Sex Fairness Sex Stere-
 otypes, *Student Recruitment, *Vocational Educa-
 tion

Identifiers—*Ohio

This research was conducted to identify factors
 contributing to the enrollment of male high school
 students in Ohio in program areas nontraditional for
 their sex. Using the 1980 Executive Student Fol-
 low-up Report, 28 vocational education programs
 not traditional for males in Ohio (less than 20 per-
 cent male enrollment) were identified, and the top
 20 programs according to number of males enrolled
 were found in 14 different schools. In 13 of these
 schools, interviews were conducted, through 17 in-
 terviews, 90 male students, 29 teachers, and 16
 counselors were contacted. The males interviewed
 were enrolled in medical laboratory assistant, dental
 assisting, diversified health cosmetology, bank
 teller, child care home furnishings and community
 and home programs. Most students indicated that
 they were happy with their program choices, suf-
 fered little discrimination, and had chosen the pro-
 grams primarily for their quality or because nothing
 else was available. Teachers, counselors, and admin-
 istrators interviewed were overwhelmingly propo-
 nents of sex equity, and most had attended training
 to learn to promote sex equity in their institutions.
 Role models and sex-fair instructional and orienta-
 tion materials were found to be significant factors in
 the recruitment, retention, and placement of male
 students in nontraditional programs. Based on the
 data gathered in this study, 16 recommendations
 were made for recruiting and retaining male stu-
 dents in traditionally female vocational education
 programs. These recommendations include provid-
 ing all students with information about all voca-
 tional programs, talking to students about job
 opportunities in traditionally female occupations,
 inviting parents of students to orientations to inform
 them about programs, developing promotional and
 instructional materials showing males in nontradi-
 tional roles, taking students to job sites, and making
 sure the whole student recruitment process is sex
 fair. (KC)

ED 237 723 CE 037 739

Rutkowski, Pat
 Working for Equity. Finding Equity Issues in the
 Schools.
 Northwest Regional Educational Lab., Portland,
 Ore.

Pub Date—Sep 83
 Note—36p. Prepared at the Center for Sex Equity,
 and developed for Model Program Site Cadres.
 Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC02 Plus Postage.
 Description—Classroom Techniques, Educational
 Improvement, Educational Needs, *Educational
 Objectives, Educational Planning, *Educational
 Policy, *Educational Quality, *Educational
 Trends, *Equal Education, Females, Futures (of
 Society), Language Usage, Males, Policy Formation,
 School Role, Secondary Education, Sex Bias,
 *Sex Fairness, Sex Stereotypes, Student Needs

This packet contains a presenter's outline and
 notes, an outline of major points, transparency ma-
 terials, and the text of the presentation entitled "Find-
 ing Equity Issues in the Schools." The presentation
 is an introduction to educational equity and how it
 fits in with educational trends and thinking. The
 purpose of the presentation is to illustrate that (1)
 equity issues are integral components in several ma-
 jor educational themes and (2) excellence in educa-
 tion cannot be achieved unless equity issues in the
 school system are identified and satisfactorily re-
 solved. The presentation, which is scheduled to take
 15-30 minutes to complete, covers the following
 topics: what is equity, equity and educational think-
 ing, emerging trends and equity issues, quality edu-
 cation and equity issues, effective schooling prac-
 tices and equity issues, and achieving excellence in
 education. A list of references is included in the
 presentation. (KC)

ED 239 533 CE 035 483

Byrne, Edith M.
 Technical and Vocational Education for Women—
 The Way Ahead.

United Nations Educational, Scientific, and Cultural
 Organization, Paris (France)
 Report No.—ED/80/CONF/401/3

Pub Date—12 May 80
 Note—104p. Prepared for the International Con-
 gress on the Situation of Women in Technical and
 Vocational Education (Bonn, Federal Republic of
 Germany, June 9-12, 1980). Some pages may not
 reproduce well.

Pub Type—Opinion Papers (120)
 EDRS Price—MF01 Plus Postage. PC Not Avail-
 able from EDRS.

Description—Cross Cultural Studies, Cultural Con-
 text, Cultural Influences, Developed Nations,
 Developing Nations, *Educational Needs, Educa-
 tional Trends, Elementary Secondary Education,
 *Employment Practices, Equal Education, Equal
 Opportunities (Jobs), Females, Futures (of Society),
 *Global Approach, Males, Policy Formation,
 Postsecondary Education, Sex Bias, Sex Differ-
 ences, *Sex Discrimination, Sex Fairness, Sex
 Stereotypes, Sociocultural Patterns, *Vocational
 Education, *Women's Education

In terms of women's activities outside the home,
 a steady trend of expansion has existed in both
 quantitative and qualitative respects over the last
 decade. Evidence justifies encouraging girls to pur-
 sue longer vocationally-oriented studies in a wider
 range of occupational areas, since evidence points to
 the possibility that from one-in-three to one-in-five
 girls sitting in today's classrooms throughout the
 world will either wish to, or have to, work in adult-
 hood (whether married or single). The evidence
 does not justify using outdated concepts of innate
 psychological or physiological sex difference as a
 basis for continuing to designate sectors or specific
 employment or home tasks as "male" or "female."
 Hence, sex segregation of vocational preparation is
 equally unjustified. The questions raised for educa-
 tion by this changing and constantly developing so-
 cial and economic pattern affect not only the
 structure but the content of educational preparation
 of girls and boys for work, home, and civil life.
 Strong arguments exist for educators of each nation,
 in direct collaboration with their colleagues respon-
 sible for family law reform, social services, and wel-
 fare to look at the educational preparation of their
 people for employment and for work of an unpaid
 nature that is, nonetheless, civically and economi-
 cally important. The strong impression given by the
 collective educational, social, and economic evi-
 dence is that there is a mismatch of educational
 objectives and demands of the labor market that
 might be in danger of widening, not narrowing, the
 sex gap, if not corrected. (KC)

ED 231 898 UD 022 837

Giese, Elizabeth H.
 You See the Cat Walking—A Report on the Find-
 ings of the Michigan Project on Equal Education
 Rights.

Michigan Project on Equal Education Rights, Mil-
 ford.

Spons Agency—National Organization for Women,
 Washington, D.C. Project on Equal Education
 Rights.

Pub Date—Dec 80
 Note—52p. Document may not reproduce well due
 to dark background of original pages.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage.

Description—Access to Education, Athletics, Com-
 munity Involvement, Elementary Secondary
 Education, *Equal Education, Equal Opportuni-
 ties (Jobs), Federal Legislation, Higher Educa-
 tion, Nondiscriminatory Education, Program
 Implementation, *Sex Bias, *Sex Differences,
 *Sex Discrimination, *Sex Fairness, State Legisla-
 tion, Vocational Education

Identifiers—Michigan State Department of Educa-
 tion, Project on Equal Education Rights, Title
 IX Education Amendments 1972

Based on reports generated by the Michigan office
 of the Project on Equal Education Rights (PEER),
 this report documents how schools in Michigan per-
 petuate sex bias/discrimination, and describes what
 is being done to encourage sex equity. The report
 also examines the extent of school compliance with
 Title IX (Education Amendments of 1972), which
 prohibits sex discrimination in Federally funded
 educational programs. Some discriminatory school
 practices are enumerated, such as sex differential
 curriculum content and differential participation in
 athletics, vocational courses, and science and math-
 ematics subjects. It is pointed out that progress in
 encouraging sex equity in schools is hampered by
 lack of awareness of Title IX among educators,
 inadequate compliance with the legislation, little en-
 couragement of students' interest in nontraditional
 courses, and pervasive occupational sex role stereo-
 types in education. The report also documents a
 PEER project that explored how communities
 might participate in removing barriers to equal op-
 portunities for boys and girls in Michigan schools.
 Descriptions are provided of the 12 communities
 involved in the project, factors that contributed to
 successful community involvement, and steps that
 school districts have taken to eliminate sex discrimi-
 nation. Finally, recommendations and a plan of ac-
 tion for sex equity in Michigan schools are
 presented. (MJL)

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ED 223 916

SO 014 389

Moore, Colleen

Social Control and the Education of Nineteenth-Century American Women.

Pub Date—Nov 82

Note—43p. Paper presented at the Annual Meeting of the American Educational Studies Association (Nashville, TN, November 4, 1982).

Pub Type—Opinion Papers (120) — Speeches/Meetings Papers (130)

EDRS Price - MF01/PC02 Plus Postage.

Description—*Educational Change. *Educational History. Elementary Secondary Education. *Equal Education. Females. Higher Education. *Sex Bias. *Social Bias. United States History. *Women's Education.

Identifiers—*Social Control.

The expansion of higher education in the 19th century United States to include women both restricted and increased their freedom. Because the industrial revolution and the movement westward limited the availability of men, the "moral guardian" role society prescribed for women was logically extended to teaching. The reason, however, for the inclusion of women in education was based on economy (women teachers were paid less than men) and the shortage of male teachers. Thus, public arguments for women's education were quite different from private considerations. The economic needs that dictated that women would be the principal members of the teaching profession were obscured by pronouncements of women's superior moral and nurturing powers. For the women who realized that lack of education was a barrier to independence and respectability, their involvement in teaching was an important way to justify their own education. With literacy, women gained leverage and began to press for equal social, political, and economic opportunities (KC).

ID 320 983

LD 027 312

Female Dropout: The Challenge Women's Educational Equity Act Publishing Center Digest, March 1990.

Education Development Center, Inc., Newton, Mass.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date—90

Note—3p.

Available from—Women's Educational Equity Act Publishing Center, 33 Chapel Street, Newton, MA 02160.

Journal Cit—Women's Educational Equity Act Publishing Center Digest, Mar 90.

Pub Type—Collected Works - Serials (022) — Informational Activities (070).

EDRS Price - MF01/PC01 Plus Postage.

Description—*Dropout Characteristics. *Dropout Prevention. Dropout Research. *Education Work Relationship. *Equal Education. *Females. High Schools. Literature Reviews. Low Income. Serials. Sex Bias. *Sex Fairness.

This digest is the first in a series of quarterly publications about topics related to educational equity, which will also include reviews of related resources. Its main article examines the adverse lifetime consequences for females of dropping out from school. Women who fail to complete high school are penalized both by their lack of education, which is the fundamental key to employment, and by the still prevalent myth that men are the primary source of income for most families, even though 67 percent of American women work and 60 percent of those working women are either supporting families or are part of households where the husband's yearly earnings are less than \$15,000. Women from poor families must overcome an especially difficult set of obstacles to successfully complete school. Despite the advances made in the past 30 years, schools are still primarily oriented towards the white, male student; females are denied teacher attention, socialized to be cooperative rather than aggressive, exposed to low expectations and not provided pregnancy and child-care services that could increase the chances for young mothers to remain in school. Schools and teachers can help lower the female dropout rate by providing a bias-free educational environment that ensures that females achieve the same level of educational and economic opportunity as males. The second article, "WEEA Materials Key to Dropout Prevention for Girls," reviews seven publications that can be directly applied to the educational needs of females. (PMW)

ED 223 467

SP 021 191

Ulrich, Cecile. Berlin, Paul.

Implications of Title IX for Postsecondary Physical Education and Athletic Personnel. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Postsecondary Educators. Application Booklet for Physical Activity Personnel.

Council of Chief State School Officers, Washington, D.C.; National Foundation for the Improvement of Education, Washington, D.C.; Resource Center on Sex Roles in Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date—Sep 78

Contract—J00-76-0456

Note—66p. For related documents, see ED 306 600, SP 021 186-187, and SP 021 189-190.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Description—Attitudes. *Attitude Change. *College Faculty. Compliance (Legal). Curriculum Development. Educational Environment. Educational Legislation. Equal Education. Equal Participation. Higher Education. Inservice Teacher Education. *Nontraditional Education. Physical Education Facilities. *Physical Education Teachers. Program Administration. Program Budgeting. Resource Materials. Sex Bias. *Sex Fairness.

Identifiers—*Title IX Education Amendments 1972.

This document is a supplementary component of a multicomponent workshop package designed for training and staff development efforts for postsecondary education personnel. The package was designed to assist college and university personnel to gain: (1) an understanding of the manifestations and the effects of sex discrimination and sex bias in education; (2) an understanding of the requirements of Title IX and its implementation; and (3) skills and capabilities for the development and implementation of policies, programs and management systems to ensure educational equity. This workshop component serves as a reference manual for physical activity personnel. The first section introduces the concept of sex equity and its implications for colleges and universities. Section 2 discusses the methods of assessing current policies and procedures to determine if sex discrimination is present. Guideline questions are included. Section 3 deals with problems and issues traditionally found to be targets for change in physical education programs: (1) curriculum, (2) teaching/learning and performing environment, (3) administration, (4) funding, and (5) social interaction. Implementation strategies and resources are suggested. The fourth section discusses behaviors and attitudes that encourage sex equity (FG).

EJ 372 952

RC 506 625

Women's Access and Opportunity in Higher Education: Toward the Twenty-First Century. Moore, Kathryn M. *Comparative Education* v23 n1 p23-34 1987.

Description—*Access to Education. Admission (School). Comparative Education. Comparative Analysis. Differences. Educational Policy. *Educational Opportunities. Equal Education. Leadership. Nontraditional Occupations. Sociocultural Patterns. Sex Bias. *Women Faculty. *Women's Education. *Higher Education.

Note—Theme issue with title "Sex Differences in Education."

Survey seems and opportunity issues for women in higher education and presents data and research examples that make apparent that span national boundaries. Topics include distribution of women students and faculty in various disciplines, the career of women faculty and researchers, and women academics as leaders and policymakers (JHE).

ED 309 847

EA 021 171

Schmuck, Patricia A. Schubert, Jane.

Women Administrators' Views on Sex Equity: Exploring Issues of Information, Identity, and Integration.

Pub Date—Nov 86

Note—26p. Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, November 13-15, 1986).

Pub Type—Reports - Research (143) — Speeches/Meetings Papers (130)

EDRS Price - MF01/PC02 Plus Postage.

Description—*Administrator Attitudes. Administration. Elementary Secondary Education. Employment Level. *Equal Education. Equal Opportunities (Jobs). *Females. Feminism. *Principals. *Sex Bias. *Sex Discrimination. Sex Fairness. Women's Education.

Identifiers—*Women Administrators.

Today there are more female administrators than a mere 15 years ago, yet these women who have risen up through the ranks to a position traditionally dominated by men tend not to advocate equity in their schools. Nineteen female principals from Arizona, California, and Oregon were interviewed using the critical incident technique. Results show that while the women principals tended to be more concerned with instructional leadership, classroom teaching and intensive interaction with the faculty than their male counterparts, only modest passive gestures were made toward initiating equity programs or activities within their schools. Although female principals face unique problems of identity and integration, they fail to translate their own experiences into action to ensure greater equity; instead, they take a personalized view of their experiences. Preservice programs fail to educate prospective administrators on the theory that schools themselves perpetuate gender/race inequality. Thus, women administrators have not been trained to be sensitive observers of inequality in school organizations. It cannot be presumed that simply because a woman is in a place of administration in the school, issues of equity will be addressed. A lack of understanding of the concept of gender leads a female administrator to inactivity and inattention to equity in school ideology and practice. (33 references) (KH)

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ED 290 648

SO 018 704

Pomeroy, Peter.

Gender and Education: Sociology of the School.

Deakin Univ., Victoria (Australia).

Report No.—ISBN 0-7306-0400-7

Pub Date—86

Note—143p

Available from—Deakin University Press, Deakin

University, Victoria, Australia 3217 (\$14.50).

Pub Type—Books (010)

EDRS Price—MF01 Plus Postage. PC Not Avail-

able from EDRS.

Description—Access to Education, Educational Opportunities, Elementary Secondary Education, Equal Education, Equal Opportunities (Jobs), Feminism, Sex Bias, Sex Discrimination, Sex Role, Sex Stereotypes, Vocational Education, Women's Studies.

Identifiers—Australia.

This book presents a comprehensive review of the progress in equal education for females through an introductory discussion and six readings. The introductory discussion examines the theory that the state and consequently the education system are seen as having the promulgation of the dominant class hegemony as an important part of its function. The document also traces the interrelationship between gender and education in the dominant curriculum, vocational opportunities, and the working conditions of women teachers. In the first three readings, Sara Delamont looks at ways to counter sexism during the child's formative years. Dale Spender discusses the different ways that males get more attention in the classroom and R. W. Connell, D. J. Ashenden, S. Kessler, and G. W. Dowdell point out that school differences between male and female students in ways which reinforce sex stereotypes. The results of the study carried out in 1974 by the Schools Commission on "Girls' School and Society" is discussed in reading four. In reading five, Jean Blackburn discusses removing formal barriers to access to education for girls and boys, and in the final reading Jane Kewley and Sue Willis offer alternatives to single-sex schooling as a solution to unequal education. An associated bibliography is appended. (SM)

ED 280 784

SO 017 691

Moody, Charles D. Comp. Linn, Eleanor, Ed.

Promoting Flexibility in Male Roles.

Michigan Univ., Ann Arbor Center for Sex Equity

in Schools.

Spons Agency—Department of Education, Wash-

ington, DC.

Pub Date—86

Note—30p

Journal Cit—Title IX Line; v 7 at Fall 1986

Pub Type—Guides - Non-Classroom (035) - Col-

lected Works - Serials (022)

EDRS Price—MF01/PC03 Plus Postage.

Description—Elementary Secondary Education, Emotional Development, Emotional Experiences, Equal Education, Father Attitudes, Fatherhood, Male, Parent Role, Reverse Discrimination, Sex Bias, Sex Differences, Sex Patterns, Sex Role.

In this publication issues are discussed which pertain to male roles and fatherhood. "From the Desk of the Director" (Charles D. Moody, Jr.) discusses the need for increased role flexibility for men in general and black men in particular. The lead article, "Equity: A Question in Balance" (D. Groves Dugger), delves into the causes and consequences of rigid role expectations for men and boys. Examples of negative outcomes of rigid role expectations associated with males are given. Suggestions to bring men and women closer to the middle of a trait spectrum are included. The second article, "Illustrations of Male Experiences," contains representative excerpts of male experiences and associated masculine traits. Themes such as showing affection, taking risks, competition, and friendship are described. The remainder of the issue is devoted to specific aspects of school policies, programs, and procedures. "Teacher-Student Interaction, or, Must Boys Be Boys?" (Ira A. Smith) provides a summary of the available knowledge on role expectation and student achievement. "Discipline and Gender: Reducing the Disparity" (Maria Larson) discusses school discipline and its relationship to sex role socialization. Suggestions for improving school discipline systems are made. "Career Planning: How Well Do We Prepare the Boys?" (Martha Adler) treats the specific needs of male students in career planning programs. "Involving Fathers in All Facets of School Activities" (Salome Gebre-Egzebaber) presents ideas for increasing fathers' involvement in school activities. Ten suggestions for successful father conferences and a chart listing practical tips to encourage father involvement in the schools are included. Concluding the issue is a list of recommended resources that may stimulate further thought. (APG)

ED 272 098

HE 019 343

Report, Karen

Toward Equity: An Action Manual for Women in

Academics.

Association of American Colleges, Washington,

D.C. Project on the Status and Education of

Women.

Spons Agency—Carnegie Corp of New York, N.Y.

Pub Date—84

Note—259p

Available from—Association of American Colleges,

1818 R Street, N.W., Washington, D.C. 20036.

Pub Type—Collected Works - General (020) -

Reports - Descriptive (141)

Document Not Available from EDRS.

Description—Academy School Services, Change Strategies, College Admissions, College Environment, College Faculty, College Programs, Continuing Education, Equal Education, Equal Opportunities (Jobs), Females, Higher Education, Professional Development, Salaries, School Personnel, Sex Bias, Sex Patterns, Sexual Harassment, Student Development, Student Financial Aid, Teachers, Women's Studies.

Identifiers—Women's Centers.

Nearly 150 exemplary programs and policies at colleges and associations that promote sex equity in postsecondary education are described that are also adaptable to other settings. Thirteen short essays on the basis of change are also presented. The sex

equity programs included those directed to students and staff, those designed to improve the social-educational climate, and those that promote sex equity in the community. The types of exemplary programs and policies, the number of programs in each category, and one program policy in each category are as follows: admissions (3), Alverno College Minority Achievement Program, continuing education (5), Goucher College re-entry program for women, financial aid (5), University of Michigan, Ann Arbor, scholarships for returning women students, women's studies (8), Towson State University Women's Studies Program, integrating the new scholarship on women into the traditional curriculum, (9), Montana State University Project on Women in the Curriculum, centers for research on women (4), Wellesley College Center for Research in Women, nontraditional courses and programs (16), College of William and Mary Women in Business Programs for Students and the Community, student development (10), University of Kansas women's recognition and the women's hall of fame, counseling (9), Loyola University of Chicago's promotion of equity for Hispanic students, women's centers providing support services (9), University of Minnesota Women's Center, child care (2), Hunter College Child Care Center, health care (4), Purdue University health awareness month, campus safety (2), University of Delaware support group for victims of sexual offense, staff employment (5), Denison University National Availability and Employment program, staff professional development (13), City University of New York Mentorship Program for Minorities and Women in Educational Research, tenure and promotion (3), Rutgers University's academic review and promotion of faculty in rank, compensation and fringe benefits (3), Hood College salary equity review and making the information public; subtle discrimination (4), Project on the Status and Education of Women on the chilly classroom climate for women; sexual harassment (3), Arizona State University Sexual Harassment Survey, dissent, mediation, and grievance (4), Massachusetts Institute of Technology special assistants to the president, commissions on the status of women (4), University of Maryland, College Park, Chancellor's Commission on Women's Affairs, information and communication (6), University of Denver Departmental Liaisons Program, community-based programs for women (3), Jersey City State College photography exhibit and study in oral history, and collaboration between postsecondary institutions and elementary secondary schools (4), University of Arizona programs for elementary and secondary school teachers. (SW)

ED 323 478

CG 022 801

Combs, Anne D.

Birth Order and Maladaptive Behavior in

School-Aged Children.

Pub Date—77

Note—11p

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Description—Behavior - Disorders, Behavior Problems, Birth Order, Comparative Analysis, Elementary Secondary Education, Emotional Disturbances, Family (Sociological Unit), Family Characteristics, Family Status, Family Structure, Problem Children, Student Behavior.

Identifiers—Adler (Alfred).

Drawing on Alfred Adler's theories on the effect of birth order on maladaptive behavior in children, this study focused on the relationship between birth order and the referral to counseling of school-aged children with maladaptive disorder. School-aged children (N=217) with academic or behavioral problems, ages 5 to 18, were referred to the staff of a regional child guidance center for evaluation during a 5-year period. Each child was evaluated by specialists in each of the three disciplines represented in the center: speech, language and hearing, (2) reading, and (3) counseling. On the basis of staff recommendations, the subjects were placed in either a counseling group (Group I) or a non-counseling group (Group II) and designated either first-born, middle-born, or last-born. Data on family structure (intact, single-parent, and blended), parents' family background, socioeconomic status, and number, age, and sex of siblings were also gathered. All predictors were simultaneously entered into a multiple regression equation for stepwise analysis. Although none of the predictors was found to vary significantly, the study results support previous findings that more males and first-born students are referred to clinics for behavior and academic problems. A unique formula for family density is presented, and recommendations for further study and refinement of birth order studies are offered. References are included. (TE)

III. ONE PARENT FAMILY & FATHERLESS FAMILY

EJ 412 531 TM 515 19.
Father Absence and Children's Achievement from Age 13 to 21. Murray, Ann. *Scandinavian Journal of Educational Research*, v34 n1 p3-28 1990 (Reprint: UMI)
Descriptors: *Fatherless Family, *One Parent Family, *Academic Achievement, Foreign Countries, *Adolescents, *Low Achievement, *Predictor Variables, Longitudinal Studies, Young Adults, Secondary School Students, Secondary Education, Intermediate Grades, Adolescent Development
Identifiers: *Sweden
The effects of father's absence from the home on their children's educational aptitude and achievement were studied for about 9,000 Swedish children from grade 6 to age 21 years, 15 percent of whom lived only with their mothers. Low achievement in the mathematical and technical spheres characterized those with no father in the home. (SLD)

EJ 404 888 CG 537 119
The Precarious Survival and Hard-Won Satisfaction of White Single-Parent Families. Richards, Leslie N. *Family Relations*, v38 n4 p396-403 Oct 1989 (Reprint: UMI)
Descriptors: *Unwed Mothers, *One Parent Family, *Mother Attitudes, *Child Rearing, *Coping, Stress Management, Fatherless Family, Whites, Poverty, Surveys, Low Income Groups, Socioeconomic Influences
Examined interviews with 43 white single mothers for thematic content relating to economic and single parenthood, feelings about single parenting, the children's fathers, and stigmatization. Results showed that these women had developed coping strategies and were proud of their ability to survive under adverse circumstances, but that they felt stigmatized by their poverty. (Author/TE)

EJ 381 813 SO 518 629
Single Parenting Changes in Family Structures and Their Impact on the Upbringing and Education of Children and Adolescents—A Topic of Public Interest. Wagner-Winterhager, Luise. *Zeitschrift für Pädagogik*, v34 n3 p641-66 Sep 1988
Descriptors: *One Parent Family, *Fatherless Family, *Family Structure, *Child Rearing, *Educational Responsibility, Educational Research, Social Science Research, Foreign Countries, Elementary Secondary Education
Identifiers: West Germany, Stress (Biological), Satisfaction
Concentrating on the situation in West Germany of single women with children, the author traces the apparent contradiction of a high level of stress and strain on one hand and a high potential for satisfaction on the other. Proposes sociopolitical and educational measures arguing that tasks of education and bringing up of children in single-parent families deserve equal weight. (GEA)

EJ 352 387 EC 192 082
Methodological Caveats in the Assessment of Single-Parent Families of Handicapped Children. Bristol, Marie M. *Journal of the Division for Early Childhood*, v11 n2 p135-42 1987
Descriptors: *Disabilities, *Fatherless Family, *Intervention, *Negative Attitudes, *Stereotypes, Research Needs, Young Children, Social Attitudes, Child Caregivers, Parent Participation, Socioeconomic Influences, Coping, *Research Methodology, *One Parent Family
Note: Paper presented at the Annual Handicapped Children's Early Education Conference (Washington, December, 1984).

Critical assumptions affecting the design of research and intervention for single-parent, mother-headed families of handicapped children involve extent of father involvement, contribution to child-rearing of persons other than parents, socioeconomic differences between one-parent and two-parent families, heterogeneity of single-parent families, single-parenting of a handicapped child, and the deficit model of "broken homes." (CB)

EJ 411 363 UD 515 160
Life without Father: America's Great EST Social Catastrophe. Davidson, Nicholas. *Policy Review*, n51 p40-44 Win 1990 (Reprint: UMI)
Descriptors: *Childhood Needs, Children, Family Problems, *Family Structure, *Fathers, *Fatherless Family, *One Parent Family, *Parent Child Relationship, *Parent Influence, Parent Role, Social Problems, Poverty, *Context Effect
Identifiers: Feminization of Poverty
The fact that 15 million American children, a quarter of the population under 18, are growing up without fathers is the most significant social problem facing the country. It is linked with epidemics of crime and drugs, the decline of educational attainment, and the persistence of widespread poverty. (AP)

EJ 404 756 CE 521 337
A Path to the Future. Barlow, Sue, King, Donald E. *Vocational Education Journal*, v65 n3 p19-21 Apr 1990 (Reprint: UMI)
Descriptors: *Females, *Job Training, Adult Basic Education, *Vocational Education, *Agency Cooperation, *One Parent Family, Fatherless Family
Identifiers: Vermont
Describes the Vermont Skills Bank/Futures Project, FUTURES, which provides a supportive atmosphere for people to voice their dreams, examine the effect of change in their lives, and to begin to set realistic goals with measurable outcomes for success. Participants explore career options, work with adult basic education tutors, and gain access to educational and social services. (JOW)

EJ 374 801 UD 513 709
Why Does Family Homelessness Occur? A Case-Control Study. Bassuk, Ellen L., Rosenberg, Lynn. *American Journal of Public Health*, v78 n7 p783-86 Jul 1988 (Reprint: UMI)
Descriptors: Alcoholism, Child Abuse, Child Development, Child Neglect, *Children, Drug Abuse, *Family Characteristics, Family Financial Resources, Family Health, Family History, Family (Sociological Unit), *Fatherless Family, *Homeless People, Mental Health, Mother Attitudes, *Mothers, *One Parent Family, *Parent Background, Parent Child Relationship, Poverty, Social Support Groups, Welfare Services
Identifiers: Feminization of Poverty
Compares 49 homeless with 81 housed female-headed families in Boston. The following variables are examined: (1) general characteristics of mothers and children, (2) mother's childhood, (3) mother's relationships, and (4) mother's health/mental health status. Solutions to family homelessness include housing provision, income maintenance, and assistance in rebuilding supportive relationships. (Author/BJV)

EJ 342 087 UD 512 409
Who are the Young Absent Fathers? Lerman, Robert I. *Youth and Society*, v18 n1 p3-27 Sep 1986 (Reprint: UMI)
Descriptors: Age Differences, Blacks, *Early Parenthood, Family Characteristics, *Fatherless Family, *Fathers, Hispanic Americans, *One Parent Family, Sexuality, Whites, *Young Adults
Identifiers: *National Longitudinal Surveys
Collected data on young men, primarily aged 18-26, to discover common characteristics of those who become absent fathers. Compared mothers for Hispanic, Black, and White men regarding extent of absent fatherhood, difference between age cohorts, age of first sexual activity, number of children, family SES, academic performance, schooling, and employment. (PS)

EJ 404 889 CG 537 120
Becoming the Breadwinner: Single Mothers' Reactions to Changes in Their Paid Work Lives. Felsing, Polly A. *Family Relations*, v38 n4 p404-11 Oct 1989 (Reprint: UMI)
Descriptors: *Employed Women, *One Parent Family, *Divorce, *Mother Attitudes, *Heads of Households, Mothers, Fatherless Family, Family History, Family Characteristics, Employed Parents, Marriage, Parent Role
Examined attitudes of 30 divorced mothers about becoming their families' breadwinners. Attitudes toward breadwinning varied according to 3 marital history types: segregated, modified-segregated, and primarily wife-shaped. Findings showed that mothers from segregated marriages had the greatest difficulty assuming the breadwinner role. (TE)

EJ 395 703 EC 220 648
Single Parenting: The Hardest Thing I've Ever Done. McAnaney, Kate Divine. *Exceptional Parent*, v19 n3 p28-33 Jul-Aug 1989 (Reprint: UMI)
Descriptors: *Cerebral Palsy, *One Parent Family, Mothers, *Fatherless Family, Decision Making, *Family Relationship, *Coping
The mother of two boys, one with residual cerebral palsy and one nondisabled, discusses her single parent experience. She outlines her initial refusal to accept help from family and friends, her original role as a "marriage-mom," and the difficulties in making decisions alone and balancing attention between disabled and nondisabled siblings. (JDD)

EJ 370 897 PS 515 742
Paternity Adjudication: Is the Best Interest of the Out-of-Wedlock Child. Nichols-Casbolt, Ann. *Child Welfare*, v67 n3 p243-54 May-Jun 1988 (Reprint: UMI)
Descriptors: *Children, *Illegitimate Births, *Fatherless Family, *One Parent Family, *Parent Responsibility, Childhood Needs, Parent Influence, Parent Attitudes
Identifiers: *Paternity Adjudication, *Childs Rights
Discusses the claim that little has been done by health, social work, and educational professionals to speak up about the fact that children born out-of-wedlock lack the economic and psychological benefits that attach to the right to legal paternity. (RWB)

EJ 333 659 CG 529 896
Home Environment of Three- to Six-Year-Old Children from Father-Absent and Two-Parent Families. Rosenthal, David. *And Others Journal of Divorce*, v9 n2 p41-48 Win 1985-86
Descriptors: *One Parent Family, *Mothers, *Family Structure, Nuclear Family, *Fatherless Family, *Family Environment, *Parent Child Relationship
Investigates differences in home environments between children from single- and two-parent homes. Data indicated similarities on all subscales between groups studied. Quality of the mother-child relationship in homes with different structures is similar one year following divorce, and researchers may look elsewhere for developmental differences found between the groups in previous studies. (Author/ABL)

EJ 323 328 CG 529 118
Community Parental Surrogates and Their Role for the Adolescent. Kivman, Cassandra M. *Adolescence*, v20 n78 p397-404 Sum 1985 (Reprint: UMI)

Descriptors: *Adolescents *Athletic Coaches; *Adolescent Development; Fatherless Family; *One Parent Family; Role Models; Identification (Psychology)

Identifiers: *Rabbis; *Surrogate Parents

Explored community parental surrogates and their role for adolescents. The rabbi, tutor and coach/umpire help resolve emotional issues and promote the establishment of cohesive self. Clinical vignettes illustrate how de-idealization by proxy may aid detachment from childhood love-objects and allow healthy partial identification with the same-sex parent. (Author)

EJ 375 894 CG 523 849
Social Support Systems and Academic Performance of Single-Parent Students. Roy, Crystal M.; Fuqua, Dale R. *School Counselor*, v30 n3 p183-92 Jan 1983 (Reprint: UMI)

Descriptors: *Academic Achievement; Adolescents; Childhood Needs; Children; Cognitive Ability; Elementary Secondary Education; Family Structure; *Fatherless Family; Literature Reviews; *One Parent Family; Research Needs; *Social Support Groups; Socioeconomic Status; Stress Variables

Investigated the mediating effects of social support on the academic achievement of children in single-parent families. Parents and older school-age children completed questionnaires on demographic and support group information. Results indicated adequate social support may mediate negative effects of single-parent family status on academic achievement. (PAS)

EJ 309 305 CE 515 162
Working Mothers Reach Record Number in 1984. Haythe, Howard. *Monthly Labor Review*, v107 n12 p31-34 Dec 1984 (Reprint: UMI)

Descriptors: *Employed Parents; *Mothers; Females; *Full Time Equivalency; *One Parent Family; Labor Force; *Minority Groups; Divorce; Day Care; Fatherless Family; *Employed Women

Data collected about working mothers found that 20 percent more mothers worked in 1984 as worked in 1970; most mothers work full time; 36 percent of children under 18 have working mothers, and in 6.2 million families, the mother is the sole support of the family. (CT)

EJ 369 879 EA 513 737
Personal and Familial Adjustment in a Function of Family Type. Nunn, Gerald D.; Parsh, Thomas S. *Psi Delta Kappa*, v64 n3 p141 Oct 1982 (Reprint: UMI)

Descriptors: *Adjustment (to Environment); Divorce; Elementary Secondary Education; *Family Characteristics; Fatherless Family; Nuclear Family; One Parent Family; *Parent Student Relationship; *Self Concept; *Student Adjustment; *Student School Relationship

Findings from a study of 633 students indicate that children from intact families are significantly better off in their personal and family adjustment than are children whose fathers have died, who, in turn, are significantly better adjusted than are children from divorced families. (Author/MLP)

EJ 384 634 SO 511 353
The American Family in the Year 2000. Cherlin, Andrew; Furstenberg, Frank F., Jr. *Futures*, v17 n3 p7-14 Jun 1983

Descriptors: Children; Divorce; Extended Family; *Family Life; Family Problems; Fatherless Family; *Futures (of Society); Marriage; Older Adults; One Parent Family; Population Trends; Remarriage

Family has remained part of American life, but three kinds of American families will dominate in the years ahead: families of first marriages, single-parent families, and families of remarriages. Many related topics such as ethnic families, growing up in changing families, family obligations, and intergenerational relations are discussed. (NWE)

EJ 348 833 CG 523 072
Children's Viewpoints of Living in a One-Parent Family. Schlemmer, Benjamin. *Journal of Divorce*, v5 n4 p1-23 Sum 1982

Descriptors: *Adolescent Development; Adolescents; *Childhood Attitudes; Children; *Divorce; Elementary Secondary Education; Fatherless Family; Foreign Countries; Literature Reviews; Mothers; *One Parent Family

Identifiers: *Canada
Reviewed literature dealing with one-parent families. Found few studies in which children living in one-parent families were interviewed about their lives. Studied 40 children aged 12-18 years living in middle class urban, organized or divorced one-parent families. Highlights responses of children to four open-ended questions. (Author)

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Single Parent Homemaker Project Report.
Kentucky State Dept. of Education, Frankfort, Ky.
Office of Vocational Education.

Pub Date—88
16—307p

Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage

Descriptions—Adult Education, Adult Vocational Education, Auxiliary School Services, Career Awareness, Career Choice, Day Care, *Displaced Homemaker, *Early Parenthood, Education Work Relationship, Fatherless Family, Father, Homemaker, Instructions, Maternal Job Placement, Motherless Family, Nontraditional Occupations, *One Parent Family, *Parenthood Education, Parenting Skills, Pregnancy, Reentry Workers, Rural Areas, School Holding Power, Secondary Education, *Sex Factors, Special Needs Students, Student Employment, Student Recruitment, Technical Assistance, Tutoring, Two Year Colleges, Workshops, Youth Problems Identifiers—Kentucky

Annual reports, project descriptions, and various other materials are provided for 35 projects. Most of the projects focus on homemaking, some are on sex education. Project titles include: Single Parent Homemaker Reentry Program (Ashland Community College); Career Awareness Class for the Single Parent and/or Homemaker (Cumberland Valley Health Occupations Center); Project REWARD (Re-entering Education with a Real Determination) (Elizabeth City Community College); Single Parent Homemaker Project (Henderson Community College); Creative Horizons (Hopkinsville Community College); Single Parent Homemaker and Elimination of Sex Bias and Sex Stereotyping Project (Hopkinsville High School); Coming as a Single Parent and Assuming My Role as a Single Parent in a Sex Bias Society (Laurel County High School); Another Chance (Logan County Board of Education); Displaced and Single Parent Homemaker (Madisonville Community College); Teen Parenting Information Book (Metairie County High School); Kentucky Divorce and Legal Separation Laws (Northern Kentucky University); Vocational Preparation for Single Parent Homemakers in Northern Kentucky (Northern Kentucky University); Transitional Support Services Program (Somerset Community College); Teen Parent High School Project (Spencer County); Independent Taylor County Board of Education; Project HOPE (Ting County Board of Education); Single Parent Homemaker Workshop (University of Kentucky); Technical Assistance to Sex Equity Project Directors (University of Louisville); Task Assignment: Sex on Unique Needs of Single Parent Homemakers (Western Kentucky University); The Unique Issues of the Male Single Parent (Western Kentucky University); and How to Recruit, Retain, and Place Single Parent Homemaker Students (Vocational Education Report 5) (VTLB)

ED 310 859 PS 018 251

Hutton, Aleria C.
Consequences of Family Change for Children's Development.

Spots Agency—Ford Foundation, New York, N.Y.; Foundation for Child Development, New York, N.Y.

Pub Date—Apr 89

Note—13p. Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, Apr. 27-30, 1988)

Pub Type—Information Analyses (070) — Speeches Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage

Descriptions—*Child Development; Children, Day Care, Employed Parents, *Family Environment, *Fatherless Family, Mothers, One Parent Family, *Poverty, *Sociocultural Patterns, Sociocultural Influences

This paper discusses the implications of changes in the family environment on child development. Changes identified concern increases in the number and percentage of children who live in poverty, maternal employment in two-parent families, single-parent families, and the number of children in nonparental child care. Characteristics of poverty for children involve duration, race, one-parent families, and rural populations. Low income is associated with many negative outcomes for children, and job loss is an important contributor to problems experienced by mother-only families. The effects of these family variables are mediated and moderated by a range of child, family, and environmental characteristics. Boys appear to be more vulnerable than girls to stressful events in the family. The age of the child is an important determinant of effects. Support systems in the extended family and community consistently emerge as important moderators of the negative effects of divorce, maternal employment, and nonparental care. A list of 24 references is included. (JG)

ED 328 839

Chenoweth, Paul J.

The Changing Family: Leader's Guide, Group Manual, Focus on Behavior—Series I, First Edition.

Pub Date—84

Note—127p. Published by Scribner Educational Systems, Inc., Port Chester, NY.

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptions—Anxiety, Child Custody, *Childhood Needs, *Divorce, Emotional Adjustment, *Family Problems, Fatherless Family, *Group Activities, Group Counseling, Marital Instability, One Parent Family, *Parent Child Relationship, Remarriage, Stepfamily

This document contains a leader's guide for a program for children of divorce between the ages of 11 and 18, and a manual written for the children and adolescents participating in the program. The leader's guide contains an index to all 12 sessions and the activities for each session. Five units are included: (1) a summary of the state of the art of counseling theory related to divorce and stepfamilies; (2) counseling dynamics and techniques; (3) a discussion of group counseling; (4) the instructions and activities found in the group manual; and (5) a list of references and a glossary of divorce-related terms. The group manual provides a sequential series of group activities to assist young people in coming to terms with parental divorce. Unit 1 provides an overview of divorce and the feelings that young people are likely to experience as a result of it. Unit 2 discusses the role of groups in helping children to cope with the effects of their parents' divorce. Unit 3, the heart of the manual, includes a 12-session group program, with short readings for discussion and suggested activities, both in the group and later on at home. Unit 4 provides references on divorce which are appropriate for young people, a glossary of terms related to divorce, and potential sources of assistance or referral. (TE)

ED 311 111

Ann. Harker L. Sewall, Imbel V.

Time of Transition: The Growth of Families Headed by Women.

Urban Inst., Washington, D.C.

Spots Agency—Department of Health, Education, and Welfare, Washington, D.C.; Ford Foundation, New York, N.Y.

Report No.—ISBN-0-87766-148-0

Pub Date—75

Grant—31607-D-74-02

Note—234p

Available from—The Urban Institute, 2100 M Street, N.W., Washington, DC 20037 (\$9.00 paperback—ISBN-0-87766-148-0; \$18.85 hardcover—ISBN-0-87766-149-9).

Pub Type—Books (010) — Reports—Research (143) — Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptions—Black Family, Child Support, Family (Sociological Unit), *Family Financial Resources, *Family Structure, Fatherless Family, *Females, *Heads of Households, Marriage, *One Parent Family, Public Policy, Racial Differences, *Sex Role, Social Change, Social Problems, Welfare Services

Single parent families, usually headed by women, are transitional in two important senses: they frequently represent a transitional stage between marriages, and they are a symptom of the transition from a "distributive" family structure, in which a man provides resources for financially dependent women and children, to a form characterized by less specialized marital roles and more equal sharing of the physical care and financial support of children. This book examines the social and public policy implications of these changes. It is divided into seven chapters. Chapter 1, "Introduction," provides reasons for research and explanations for change. Chapter 2, "Families Headed by Women: Their Growth and Changing Composition," explores recent trends and family demography. Chapter 3, "Marital Instability," examines marriage from psychological, economic, and social perspectives. Chapter 4, "Race and Family Structure," discusses racial family differences and recent trends in female headedness among black families. Chapter 5, "Welfare and Female-Headed Families," examines the roles of eligibility, benefits, and incentives. Chapter 6, "What Happens to Children in Female-Headed Families?" evaluates existing knowledge and explores negative consequences for children. Chapter 7, "The Family in Transition," sums up the book's themes and suggests new directions for research and public policy. A bibliography is appended to each chapter. The book includes six appendices providing various types of statistical analysis, 50 statistical tables, and four figures. An author and subject index is included. (AP)

CG 023 145

ED 328 836

Rosenstein-Mann, Myrie

An Evaluation of School-Based Support Groups for Children of Divorced or Separated Parents. No. 194.

Toronto Board of Education (Ontario), Research Dept.

Report No.—ISBN-0-88881-209-4; ISSN-0316-8788

Pub Date—Oct 90

Note—55p.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC01 Plus Postage

Descriptions—Child Custody, Coping, *Divorce, Elementary Education, *Emotional Adjustment,

Family Problems, Family Relationship, Fatherless Family, Foreign Countries, *Group Counseling, One Parent Family, *Peer Counseling, *Program Effectiveness, Program Evaluation, Remarriage, School Counseling, Social Support Groups Identifiers—Canada, *Ontario (Toronto)

In the 1989-90 school year, POINT (Parents and Organizations in North Toronto) and Social Work Services, Toronto (Ontario) Board of Education, conducted six peer-support groups for those elementary school children (grades 5-8) in North Toronto whose parents were divorced or separated. Topics covered in 10 weekly 1-hour sessions included parental fighting, information provided to children by parents prior to divorce or separation, custody, visitation, parental dating, stepfamilies, and remarriage. The success of the program was evaluated by psychometric instruments to measure children's anxiety, questionnaires, and surveys of parents, teachers, and children in three of the six support groups were used, along with anecdotal information based on group leaders' experiences. Results indicated that: many goals of developmental facilitator groups for children were realized, including (1) normalizing the stress and experience of being a child of divorce, (2) clarifying divorce-related concerns, (3) providing a safe place for children to address emotionally painful aspects of parental divorce and post-divorce life, (4) communicating to parents the nature of children's concerns and conflicts, and (5) helping children share and develop coping skills. While children's measured anxiety did not decrease, their responses indicated that the groups were helpful to them in dealing with divorce and separation issues. Parents also reported positive changes in their children's home behavior, but teachers did not observe significant classroom behavior changes. Twenty-five references are included and instrumentation is appended. (TE)

ED 302 784

Williams, Rebecca A., Compas, Bruce E.

Stress and Psychological Symptoms in Single and Dual Parent Families.

Pub Date—Aug 88

Note—16p. Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-18, 1988).

Pub Type—Research—Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage

Descriptions—*Adjustment (to Environment), Adolescents, Comparative Analysis, *Coping, Fatherless Family, Intermediate Grades, Junior High Schools, Mothers, *Nuclear Family, *One Parent Family, *Stress Variables

Stress, coping, and psychological adjustment were compared in single (N = 37) and first-time married (N = 179) mothers and their young adolescent children. Adolescents completed their questionnaire in school and parents completed theirs at home. Questionnaires measured adolescent stress, behavior problems, perceived competence, and coping, parental stress, symptoms, and coping, and demographics. The results showed that single mothers reported more daily hassles related to economic, family, and personal health problems, and more symptoms of depression, anxiety, and psychosomatic than did married mothers. Single mothers also reported using more coping strategies related to accepting responsibility and positive reappraisal. After controlling for level of family income, differences in family hassles and coping strategies remained significant, but differences in psychological symptoms only approached significance. No differences were found between children in these two family constellations on maternal reports of emotional/behavioral problems nor on children's self-reported emotional/behavioral problems, stress, coping, or perceived competence. (Author/NB)

CG 021 342

ED 302 601 LD 026 441

Worcester, Roger A. And Others
The Growth of Families Headed by Women, 1950 to 1990. CDE Working Paper 88-31.
Wisconsin Univ., Madison. Center for Demography and Ecology.
Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.

Pub Date—88

Grant—HD03176

Note—37p

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Description—Birth Rate, Black Mothers, Divorce.

*Family (Sociological Unit), Family Size, Family Structure, *Fatherless Family, *Heads of Households, *Mothers, *One Parent Family, *Racial Differences, *Social Influences, *Values.

Identifiers—Feminization of Poverty.

In recent decades the proportion of women with children who head their own households has increased dramatically. The following factors have contributed to this (1) decrease in fertility, (2) increase in divorce, (3) increased propensity for women with children to establish independent households, (4) increase in remarriage and (5) increase in nonmarital births. This paper uses United States Census data to analyze the impact of these major demographic components on the growth in female-headed families from 1950 to 1980. The findings indicate that for white women, the major source of growth has been the increase in the number of formerly married mothers, which results from higher divorce rates and more recently lower rates of remarriage. For black women, much of the early growth in female-headed households was caused by an increase in formerly married mothers, but recent growth has come from declines in marriage and increases in births to never-married women. Data are presented on the tables and figures. A list of references is included. Descriptive equations and notes are provided in an appendix. (Author B/V)

ED 290 934 CE 049 637

Burge, Penny L.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

Contract—400-84-0081

Note—47p

Available from—National Center for Research in Vocational Education, Publications Office, Box F, 1940 Kenny Road, Columbus, OH 43210-1090 (Order No. IN324-3525)

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Description—*Adolescents, Basic Skills, *Career Development, *Displaced Homemakers, Dropout Prevention, Educational Needs, Employment Problems, Family Life, *Fatherless Family, Fathers, Information Networks, Job Training, *Motherless Family, Nontraditional Occupations, *One Parent Family, Parenthood Education, Poverty, Prevocational Education, Self Concepts, Sex Role.

The number of single-parent families has increased dramatically. These families are subject to extreme economic problems and thus are in special need of career development and vocational preparation. Displaced homemakers are at a disadvantage inasmuch as they must reenter the work force, moreover, they face the additional career development hurdles of an extreme loss of control and low self-esteem. Adolescent mothers generally face the problems of diminished educational and vocational achievement and limited or no access to child care. Although single-parent fathers generally have a healthier economic status than their female counterparts, they often find their sole child-rearing role conflicting with their work expectations and must often fill social roles for which they have not been prepared. Effective career development programs for these special needs groups need a variety of components including the following: emotional support, job-seeking skills, basic skills instruction, outreach and recruitment, child care, analysis of the role of gender in occupational choice, self-concept building, skills assessment, choices of combining work and family roles, nontraditional job skills and parenthood education. Examples of successful programs that have been tailored to single-parent audiences include high school dropout prevention programs for pregnant teens and teen parents, special programs catering to nontraditional adult students at established educational sites, support and referral networks linking a variety of community agencies and services, and newsletters geared toward single parents (SK).

ED 302 600 LD 026 440

McLanahan, Sara. Goffinkel, Ivy
Single Mothers, the Underclass, and Social Policy. CDE Working Paper 88-30.
Wisconsin Univ., Madison. Center for Demography and Ecology.

Spons Agency—Ford Foundation, New York, N.Y.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date—Jul 88

Grant—HD19375-03

Note—31p; Conducted in part using facilities provided by a Population Research Grant (HD03176) from the Center for Population Research of the National Institute of Child Health and Human Development.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Description—*Blacks, Day Care, Differences.

*Economically Disadvantaged, *Fatherless Family, *Females, Health Needs, Inner City, Labor Force, One Parent Family, Policy Formation, Program Development, Public Policy, Racial Differences, Regional Characteristics, Sex Differences, Social Services, Unemployment, *Unwed Mothers, Urban Demography, *Urban Problems, Welfare Recipients, *Welfare Services.

Identifiers—Feminization of Poverty.

Although the vast majority of single mothers do not fit the description of an underclass, there is a small group of predominantly black single mothers concentrated in northern urban ghettos that is persistently weakly attached to the labor force, socially isolated, and reproducing itself. Although welfare programs are necessary for those who are failed by or who fail in (depending upon one's political perspective) the labor market and other mainstream institutions too heavy a reliance upon welfare can facilitate the growth of an underclass. In contrast, aiding single mothers through more universal programs such as a child support assurance system, child care, health care, children's allowances, and a full employment macro-economic policy will retard the growth of an underclass. (B/V)

ED 288 067 CE 048 973

Town, Kathryn. And Others

PROBE: Empowering the Individual in Case Study.

Pub Date—Oct 87

Note—9p; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 19-24, 1987).

Pub Type—Reports - Descriptive (141) — Speeches Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Description—Adult Education, Attitude Change, Counseling Services, *Displaced Homemakers, Employment Potential, *Fatherless Family, *Females, Interpersonal Competence, Job Search Methods, Job Skills, *One Parent Family, Peer Groups, Postsecondary Education, *Reentry Students, *Reentry Workers, *Referral.

The Potential Reentry Opportunity in Business and Education (PROBE) counseling and referral system is intended to help single parents and displaced homemakers gain greater control over their own lives, careers, and futures. PROBE began in 1975 as a campus-based program at Pennsylvania State University and became community based in 1977. PROBE, which is based on the premise of counseling for empowerment, involves three steps. The report that is initially established between a PROBE counselor and an individual client is transformed first to bonding within a peer group. This trust in a peer group is eventually transformed into a belief in one's own decision-making capability (thus reflecting a passage of trust from supportive counseling to peer group to self). PROBE is designed to provide clients with access to accurate and current information about themselves and their options, the support and skills necessary to make positive decisions, formulate plans, and implement them; and progress at their own individual rates of transition and development. PROBE offers eclectic and pragmatic client-centered counseling and has devised an intensive job preparation program (in the form of job readiness groups) that covers interpersonal, work-related, and job search skills. For the past 10 years, PROBE has had a success rate of more than 85 percent. Besides its direct services, PROBE also has an active research component. (MN)

ED 291 482 PS 017 151

Quitt-Pend, Karen. Richman, Sheri
Female Single Parents Expressed Needs for Content of Parent Education Programs.
Pub Date—86

Note—33p

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Description—Curriculum Development, *Fatherless Family, *Mothers, *One Parent Family, *Parent Education, *Parent Participation, *Program Improvement, Questionnaires.

This descriptive study, which was designed to improve the content of parent education programs, investigated perceived interests and needs of female single parents. Participants were 66 female, single, custodial parents between 20 and 44 years old with children 7 years of age or younger. The sample was drawn from mothers who were participating in family life education classes and whose children were enrolled full-time in on-campus child care facilities at community colleges in the urban Pacific Northwest. A 47-item questionnaire was developed to explore: (1) topics for parent education programs to address; (2) support such a program could offer; (3) factors influencing participation; (4) methods of information presentation; and (5) demographic variables. Findings indicated that mothers were interested in receiving instruction on several topics, including the understanding of children's emotional needs, effective disciplining techniques, methods of increasing effective communication, the process of learning how to deal with difficult issues, and ways to locate high quality child care. Mothers' interest in support services centered on programs offering recreational or stress-relieving activities and opportunities to locate male role-models for their children. Findings concerning program participation suggested a need for particular class schedules and indicated preferences for certain ways of presenting information (RH).

ED 287 923 LD 025 835

Bonomi, Eileen M.

The Effect of Depressive Symptoms on the Quality of Parenting and Intimate Relationships in Single Black Women.

Pub Date—86

Note—37p; Ph.D. Dissertation, University of Pittsburgh.

Pub Type—Reports - Research (143) — Dissertations Theses - Doctoral Dissertations (041)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Description—*Blacks, *Depression (Psychology), *Economically Disadvantaged, Family Environment, *Fatherless Family, *Females, Interpersonal Relationship, Life Satisfaction, *One Parent Family, *Parent Child Relationship, Poverty.

This study examines depressive symptoms in economically-disadvantaged black single mothers involved in an intimate relationship with a male friend for at least six months. The effects of depressive symptoms on the following three dimensions of family functioning are evaluated: (1) quality of parenting, (2) quality of intimate relationships, and (3) the subjective experience of life strain. Results of the study indicate that depressed mothers see economic strain and child adjustment differently than non-depressed mothers. As the experience of economic strain increases, so does the positive aspects of the mother's relationship to her male intimate. Implications for future research are discussed. Appendixes include copies of the survey tools. An extensive list of references is included. (PS)

ED 286 604

PS 016 795

Bynne, Ruth L. *Bowling, Jan*
Homemaking Practices and Evening Meals in
Married and Separated Families with Young
Children.

Pub Date—Apr 87

Note—27p. Paper presented at the Biennial Meet-
ing of the Society for Research in Child Develop-
ment (Baltimore, MD, April 23-26, 1987).

Pub Type—Reports—Research (143)—Speeches/
Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Description—Comparative Analysis. Divorce.
*Family Life. Family Relationship. *Fatherless
Family. *Nuclear Family. One Parent Family.
Parent Responsibility. Preschool Children. *Tele-
vision Viewing.
Identifiers—Eating Out. Food Consumption. Food
Preparation. Food Selection. *Meal Patterns.
*Role Satisfaction.

On the basis of published evidence of the negative
effects of marital dissolution on homemaking and
the implicit negative effects of father absence on
meals, it was hypothesized that intact families
and families with separated parents would differ in
aspects of family life associated with food. Of particu-
lar interest were the subhypotheses that (1) sepa-
rated or divorced mothers would be less satisfied
with their roles as parents and homemakers, (2)
their families' meal patterns would differ from those
of intact families, and (3) more television viewing
during the evening meal would occur in the absence
of a second adult. A total of 18 married and 18
separated or divorced mothers of preschool children
participated in the study. Data were collected
through an exploratory questionnaire and a record
of seven consecutive evening meals. Differences
found between groups were relatively small, and
would suggest that separated custodial mothers and
their families are making practical adaptations to
lifestyle change. However, the degree to which
members of such families are vulnerable to health
and nutritional risks requires further investigation.
Specifically, the quality of food, rather than the ar-
rangements concerning the preparation and con-
sumption of meals, merits further attention.
Married mothers catered to parental food prefer-
ences, while separated mothers emphasized those of
the children. Some between-group differences in
meal patterns were found. (RH)

ED 266 400

CG 018 880

Phelps, Randy E. *Huntley, Debra K.*
Social Networks and Child Adjustment in Sin-
gle-Parent Families.

Spons Agency—National Inst. of Mental Health
(DHHS), Rockville, MD.

Pub Date—Aug 85

Grant—MH-37977

Note—16p. Paper presented at the Annual Con-
vention of the American Psychological Associa-
tion (93rd, Los Angeles, CA, August 23-27,
1985).

Pub Type—Reports—Research (143)—Speeches/
Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Description—Children. *Divorce. *Emotional Ad-
justment. Fatherless Family. Mother Attitudes.
*One Parent Family. Parent Child Relationship.
Peer Relationship. Self Evaluation (Individuals).
Sex Differences. *Social Networks. *Social Sup-
port Groups.

While research with divorced adults has revealed
a positive correlation between their social support
networks and their adjustment after divorce, there
has been little direct examination of the influence of
the child's support network on the child's adjust-
ment to parental divorce. The relationship of social
network variables to child adjustment in one-parent
families was examined in 119 6- to 10-year-old eld-
est children who were living with their separated or
divorced custodial mothers. Mothers rated their
children on the Revised Behavior Problem Check-
list, and provided information about the child's
quality and frequency of contact with various mem-
bers of his or her social network. Children (N=94)
rated themselves on the Child Depression Inven-
tory. Multiple regression analyses were conducted
using one criterion variable (a measure of psychopa-
thology of the child) and ten predictor variables
(time since parents' separation, child's age, and both
the quality and quantity of the child's contact with
peers, other adults, the custodial mother, and the
non-custodial father) for each analysis. The results
revealed that only the network quality measures
were significant predictors of child adjustment. Sex
differences were also found, with boys' interactions
with peers and the custodial mother more salient,
while interactions with the non-custodial father and
other adults were more salient for girls. (Au-
thor/NRB)

ED 257 561

PS 015 156

Swenson, Michael R.
The Effects of Single-Parenting on Sex-Role De-
velopment: The State of the Art.

Spons Agency—Ball State Univ., Muncie, Ind.

Pub Date—Apr 85

Note—18p. Paper presented at the Biennial Meet-
ing of the Society for Research in Child Develop-
ment (Toronto, Ontario, Canada, April 23-28,
1985).

Pub Type—Information Analyses (070)—Reports—
Research (143)—Speeches/Meeting Papers
(150)

EDRS Price—MF01/PC01 Plus Postage.

Description—Comparative Analysis. Family Influ-
ence. *Family Structure. *Fatherless Family. Lit-
erature Reviews. Meta Analysis. One Parent
Family. *Personality Development. *Research
Problems. *Sex Differences. *Sex Role.

Current thought about the effects of single-parent-
ing on children's sex-role development has sup-
ported (1) the traditional view that being raised in
a single-parent home is deleterious to the well-being
of children, (2) the conditional view noting that dif-
ferences exist between children in father-absent and
father-present homes (but only in particular situa-
tions or only in a subset of single-parent children),
and (3) the conservative view that the literature is
too inconsistent to draw sound conclusions. Applica-
tions of Hedges' (1982) meta-analytic technique
to the literature indicate that for females no clear
evidence exists for effects due to father-absence.
Preschool father-absent boys made less stereotypi-
cal choices of toys and activities when compared to
father-present age mates. They also were likely to
have less masculine scores on projective measures,
particularly those assumed to measure identification
with father. Older father-absent boys showed more
stereotypical overt behavior, especially aggression,
when compared to father-present boys. Thus, the
meta-analysis supports the conditional view. Future
research concerning the relationship between sin-
gle-parenting and the sex-role development of off-
spring must consider both the questionable
usefulness of the father-absence paradigm and im-
plications of the fact that sex-typing is multidimen-
sional. (Author/RH)

ED 241 604

LD 022 819

Deaton, Parnet

The Effect of the Single-Parent Family on Aca-
demic Achievement: A Review of Related Litera-
ture.

Pub Date—81

Note—13p.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC01 Plus Postage.

Description—Academic Achievement. *Children.
Delinquency Causes. Educational Status Compari-
son. Elementary Secondary Education. *Family
Influence. *Fatherless Family. Intelligence Quo-
tient. *One Parent Family. *Parent Role. Socio-
economic Status.

This is a literature review on the effect of the
single-parent family on the academic achievement
of children from such households. It is argued that,
historically, society has discriminated against chil-
dren from single-parent families, especially those of
divorced parents. Research is cited which shows
that (1) children from one-parent households have
lower levels of socio-emotional development and
academic achievement, (2) students from two-parent
families have higher reading comprehension
than do students from one-parent families, (3) the
academic achievement of black children in one-parent
families is lower than that of white children from
similar families, (4) boys are more affected by di-
vorce and manifest more "acting out" behavior than
girls, (5) low income, which is characteristic of
one-parent families, is a factor in the probability of
children dropping out of high school, (6) the fe-
male head of household is often less skilled and
educated than the average man who acquires cus-
tody of his children, and (7) the father's role (or lack
of it) makes a difference in children's behavior, es-
pecially boys. The need for further research on
one-parent families is stressed. (AOS)

ED 228 999

CG 016 626

Gray, James H. *Anderson, Hillary*
The Single-Parent Family: A Complex System.

Pub Date—Aug 82

Note—27p. Paper presented at the Annual Con-
vention of the American Psychological Associa-
tion (90th, Washington, DC, August 23-27,
1982).

Pub Type—Reference Materials - Bibliographies
(131)—Reports—General (140)—Speeches/
Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Description—Case Studies. *Counseling Tech-
niques. Divorce. Family Counseling. Family
Problems. Family Relationship. *Fatherless
Family. Literature Reviews. Models. *One Parent
Family. Role Conflict. Social Isolation. Social
Support Groups. *Stress Variables.

Single-parent families have increased dramati-
cally over the past decade, and it is estimated that by
1990, half of all children will have spent at least
some time in a single-parent family. This paper
briefly reviews the literature dealing with some of
the unique problems that single-parent, female-
headed families face, including role overload, econ-
omic hardship, social isolation, feelings of loss and
grief, and problems with the non-custodial parent.
The effects of single-parent families on children are
also explored, including behavior problems and
depression. Several clinical vignettes are presented
that exemplify some of the problems psychothera-
pists see when working with single-parent families.
These problems and cases are viewed from a brief
strategic therapy orientation model that assumes:
(1) problems develop because of interactional rather
than intra-psychic difficulties, (2) problems arise
out of everyday interactions, (3) problems result
from either over- or under-emphasis of an ordinary
difficulty, (4) problems are maintained through re-
peated application of inappropriate or ineffective
solutions, and (5) interruption of inappropriate or
ineffective solutions will eliminate the problem.
(JAC)

ED 223 343

PS 013 218

Weinraub, Marsha Wolf *Barbara M.*
Effects of Stress and Social Supports on Mother-
Child Interactions in Single and Two-Parent
Families.

Spons Agency—National Inst. of Mental Health
(DHHS), Bethesda, Md., Temple Univ., Phila-
delphia, Pa.

Pub Date—Sep 82

Grant—R01-MH-HD-32189

Note—37p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Description—Comparative Analysis. Coping. *Fa-
therless Family. *Interactions. Intervention.
Mothers. *Nuclear Family. One Parent Family.
Parent Child Relationship. Preschool Children.
Social Networks. *Social Support Groups. *Stress
Variables.

Identifiers—*Parenting

Twenty-eight mother-child pairs - 14 single par-
ent mothers and their preschool children and a
matched group of married women and their children
- were observed in order to investigate four ques-
tions concerning potential differences in the moth-
er-child interactions, life circumstances, and social
supports. These questions are (1) Do mother-child
interaction behaviors differ in single parent and
two-parent homes? (2) Do single parents face more
stresses and life changes and have "fewer" social sup-
ports and community ties than do "married mothers"?
(3) Do single parents differ from married women in
how well they cope with the stresses and responsi-
bilities in their lives? and (4) Do social sup-
ports, life circumstances and social supports af-
fect the functioning of single and married mothers?
Results are discussed. Further implications of the
results for theoretical descriptions of the effect of
social networks and maternal adjustment on child
development are considered, as are implications for
intervention. (Author/RH)

EJ 319 420 **UD 511 617**
Youth and Poverty: An Empirical Test of the Impact of Family Demographics and Race. Rodgers, Harrell R., Jr. *Youth and Society*, v16 n4 p421-37 Jun 1985 (Reprint UMI)
Descriptors: Demography, *Economic Factors, Family Structure, *One Parent Family, *Poverty, Unemployment, *Youth, Public Policy, *Fatherless Family, Racial Differences
 Reports that poverty among American youth increased between 1955 and 1980. Suggests that this was a combined effect of high unemployment, cuts in social welfare programs, and most significantly, the increase in households headed by single women. Presents statistics on family demographics, race and income, and calls for more supportive public policies. (KH)

ED 300 501 **UD 026 498**
Ruggies, Patricia
Short Term Fluctuations in Income and Their Relationship to the Characteristics of the Low Income Population: New Data from the SIPP. Project Report 3751-02.
 Urban Inst., Washington, D.C.
 Spons Agency—American Association of Retired Persons, Washington, D.C.; National Science Foundation, Washington, D.C.
 Pub Date—Mar 88
 Grant—NSF-SES-87-13643
 Note—44p. Also supported by the Bureau of the Census
 Available from—The Urban Institute, 2100 M Street, N.W., Washington, DC 20037 (\$6.00 prepaid).

Pub Type—Reports—Research (143)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.
Description—Age Differences, *Business Cycles, Economic Factors, Employment Experience, *Employment Patterns, *Family Income, Fatherless Family, One Parent Family, *Poverty, Racial Differences, Unemployment, Welfare Services
Identifiers—Feminization of Poverty

This paper compares the characteristics of those experiencing short spells of low income with those having longer spells. Data from the 1984 panel of the Survey of Income and Program Participation (SIPP) was examined. It was found that short spells—less than six months—are quite common, and make up a substantial proportion of all poverty spells. About 30 percent of the population as a whole has at least one month with an income of less than the poverty level (adjusted to a monthly basis) over an observable period of 16 months. About half of those entering poverty leave within the first three months, and about 80 percent leave within six months. The probability of leaving poverty was highly related to the probability that someone in the family would begin earning again in the near future. Specifically, families with a member who had recently become unemployed were particularly likely to leave poverty quickly, since most unemployed persons with previous earnings find re-employment fairly rapidly. Conversely, those who were less likely to have earnings in the recent past—female-headed families (especially with children) and the elderly—were more likely to have longer spells of poverty. Those seen to be poor on a cross-sectional basis contained a larger proportion of longer-spell cases than did the cohort of poverty entrants, although even those poor on a cross-sectional basis were in the midst of a spell that lasted less than six months. Age and racial differences in poverty duration are discussed. Data are presented on nine tables. A list of references is included. (BHV)

ED 327 684 **CE 056 661**
Off Welfare, Into Work.
 Business Council for Effective Literacy, New York, NY.
 Pub Date—Jan 91
 Note—4p.
 Journal Cit—BCEL Newsletter for the Business and Literacy Communities, 236 p1,6-7 Jan 1991
 Pub Type—Journal Article (080)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.
Description—Adult Vocational Education, Community Organizations, *Demonstration Programs, Displaced Homemakers, Economically Disadvantaged, Employment Programs, *Fatherless Family, *Job Training, Low Income Groups, Minority Groups, *Mothers, One Parent Family, Postsecondary Education, *Program Effectiveness, Program Evaluation, *Welfare Recipients, Women Education

Identifiers—Family Support Act 1988, Job Opportunities and Basic Skills Program, Minority Female Single Parent Demonstration Proj, Rockefeller Foundation

Concerned with the increasing feminization of poverty, the Rockefeller Foundation launched in 1982 a \$12 million welfare-to-work research and demonstration project, presently midway into a 3-year evaluation. The Minority Female Single Parent Demonstration project involved four community-based organizations: Atlanta Urban League (Georgia), Opportunities Industrialization Center of Providence, Rhode Island, Wider Opportunities for Women, District of Columbia, and Center for Employment Training (CET), San Jose, California. Although the first three projects produced discouraging results, CET had dramatic results. Findings were the result of random assignment testing, the most rigorous technique known for measuring the effect of a specific program. After spending less than 1 year in the program, more participants got jobs, better jobs, and substantially higher wages than participants in the other programs, and they did better than a CET control group. CET's success was based on the immediacy of its job training. Strong in needed basic skills instruction. Analysis indicated that CET's program differed from the others by the form in which the training was delivered. Key successful features were no tests; no waiting (open entry and open exit); integrated instruction, ties to the labor market; child care, and one-stop, comprehensive services. (YLB)

ED 329 420 **RC 018 039**
Coutley, Eleanor K.
Rural-Urban Differences in Employment, Household Composition, and Poverty Status among Single Mothers.
 Spons Agency—Economic Research Service (DOE), Washington, D.C.
 Pub Date—89
 Note—95p., M.S. Thesis, University of Wisconsin-Madison.
 Pub Type—Dissertations/Theses—Master's Thesis (042)

EDRS Price—MF01/PC04 Plus Postage.
Description—Census Figures, Dependents, *Employment Level, Family Characteristics, Family Income, *Family Structure, Fatherless Family, Heads of Households, *Mothers, *One Parent Family, *Poverty, Rural Family, *Rural Urban Differences

Using 1980 Census data, this study examined household composition and labor force participation for single mother households in urban and rural areas. The study used Census data on a representative random sample of 5,712 female headed family households. Variables studied were rural-urban status, household composition, labor force participation, and poverty status. The study controlled for race, education, marital status, and age. A descriptive analysis of the data used cross-tabulation, group means, and proportions in poverty, while multivariate analysis methods were multiple classification analysis and least squares multiple regression analysis. Significant findings were (1) single mother households in small towns and rural areas experience poverty levels as high or higher than those in central city and suburban areas; (2) extra adults living in the household and earnings from employment of those extra adults are both associated with decreased family poverty levels; and (3) employment of the single mother is the most important variable associated with decreased family poverty. Policy recommendations include wage equity policies across geographic areas, increased levels of support from almost 100,000, and assistance with costs of day care and health care for single parents. This paper contains 9 data tables and 34 references. (KS)

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IV. ONE PARENT FAMILY & MOTHERLESS FAMILY

EJ 290 493 SP 513 455
Single Fathers: A Growing Minority in America.
 Chng, Chwee Lye Gray Bryan James. *Health Education*. v14 n1 p37-40 Nov-Dec 1983

Descriptors: *One Parent Family; *Fathers; *Motherless Family; *Health Education; *Teacher Role; *Helping Relationship; Elementary Secondary Education; Parent Child Relationship; Family Characteristics; Parent Role; Males

Health educators can play a vital role in helping provide emotional and social support for single fathers in helping prepare their children for parent roles and in educating the community about needs of these parents. Special characteristics and needs of single-father families are discussed (PP)

EJ 303 996 CS 729 902

Love, Loss, and Seeking: Maternal Deprivation and the Quest. Jenkins, Sue. *Children's Literature in Education*. v15 n2 p73-83 Sum 1984 (Reprint: UMI)

Descriptors: *Children's Literature; *Authors; One Parent Family; *Fantasy; *Emotional Experience; Influences; Motherless Family; Parent Child Relationship; *Grief; *Literary Criticism

Identifiers: *Maternal Deprivation; MacDonald (George); Lewis (C S); Tolstoy (I R R)
 Examines the effect of maternal deprivation on the stories of George MacDonald, C S Lewis, and I R R Tolstoy (HOD)

EJ 420 502 FC 508 157

Rural Single Father Families: Emerging Issues and Needs. Hurn, Jannah J. *Human Services in the Rural Environment*. v14 n2 p19-22 Fall 1990 (Reprint: UMI)

Descriptors: *One Parent Family; *Rural Family; Rural Areas; *Motherless Family; *Fathers; Surveys; Sociocultural Patterns; Case Studies; Social Services; Social Work; Adjustment (to Environment); Emotional Adjustment; Social Adjustment; Farmers

Profiles rural single-parent father family through three case study surveys. Focuses on fathers' adaptations to change, their use of outsider resources, and specific needs. Suggests services be seen in context of common rural economic stress. Suggests approaches and social services for these and other rural families. (TES)

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V. NONTRADITIONAL STUDENTS & VOCATIONAL EDUCATION

ED 341 313 HE 025 205

Overnight Hearing on the Reauthorization of the Higher Education Act of 1965. Maui, Hawaii. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, First Session (Kahului, Maui, HI, July 2, 1991).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor. Report No.—ISBN-0-16-037123-6

Pub Date—91

Note—184p. Serial No. 102-68. Some pages may not reproduce well due to small and light print. Available from—U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Access to Education, *Community Colleges, Cooperative Education, Family Financial Resources, *Federal Legislation, Federal Regulation, Higher Education, Low Income Groups, Nontraditional Students, One Parent Family, Politics of Education, Postsecondary Education, Records (Forms), *Student Financial Aid, Vocational Education

Identifiers—*Hawaii (Maui), *Higher Education Act 1965, Sea Grant Program, University of Hawaii Maui Community College

This hearing, one in a series, on the reauthorization of the Higher Education Act of 1965, was held on Maui, Hawaii, to hear public testimony from educators, students, parents and members of the public at large. The first panel consisted of professionals and administrators from local community colleges addressing the needs, clientele, and mission of local community colleges, regulations, processing, and requirements surrounding the administration of federal financial aid. A second panel included Michael Lutton, Alvin Tagmon, Wallace Pellegrino, and Lou Greenwood-Audant, all of Maui Community College, with Rose Pfund of the University of Hawaii speaking on such issues as the continued need for and benefits of the Higher Education Act for low income individuals, cooperative education under Title VIII, the Visitor Industry Training and Education Center, and Sea Grant Programs. The final panel included Steven Miller of the Associated Students of the University of Hawaii; Jim Smith, einzene, Kelly VanBlarcom, Sheila Bruening and Shelly Hao, students from Maui Community College, and Priscilla Maxwell, a counselor. Their testimony addressed concerns of non-traditional students including their financial needs and the politics of education. Also included are additional prepared statements as well as relevant published material and correspondence. (JB)

EJ 353 794 EA 521 013

Enterprise High: Helping School Dropouts Become Self-Supporting Adults. Benedict, Richard R.; And Others. *Educational Leadership*, v44 n6 p75-78 Mar 1987. (Reprint: UMI)

Descriptors: Secondary Education, *Dropout Prevention, *Nontraditional Education, Educational Development, *Educational Innovation, Vocational Education, *Nontraditional Students, *Educationally Disadvantaged

Identifiers: Enterprise High MI

Describes the Enterprise High (Michigan) program for school dropouts. Sponsored by the United States Department of Labor, the program centers on teaching students how to earn a living and how to manage life. Includes an outline of the school's basic and references. (MD)

EJ 385 217 CE 520 284

Alternate Delivery Strategies for Vocational Education. Paros Martin. *Workshop Vocational Educator*, v13 n2 p2-3 Spr 1985. (Reprint: UMI)

Descriptors: *Nontraditional Students, *Vocational Education, *Delivery Systems, Teaching Methods, Microcomputers, *Audiovisual Communications, Access to Education

Alternative delivery strategies help guarantee success and opportunity to learners who do not fit the mold of the traditional student. Improving the delivery of vocational education may require only consideration of available resources to maximize program offerings. (JOW)

EJ 417 933 CG 538 381

Student Services and Retention for Welfare Students. Lieberman, Nancy; Vaughn, Suzanne A. *NASPA Journal*, v27 n4 p281-86 Sum 1990. (Reprint: UMI)

Descriptors: *Vocational Training Centers, *Vocational Education, *Vocational Rehabilitation, *Welfare Recipients, *Family Programs, Program Descriptions, Public Agencies, Federal Programs, Program Effectiveness, Poverty, Economically Disadvantaged, Low Income Groups, College Students, Higher Education, Nontraditional Students, Academic Persistence

Identifiers: Public Assistance Comprehensive Education

Describes the Public Assistance Comprehensive Education (PACE) program, a vocational training program established for individuals receiving Aid to Families with Dependent Children. The PACE program was designed to assist public assistance recipients with many financial and personal problems in obtaining education and jobs. (TE)

EJ 412 672 CE 521 737

New Students, New Challenges. Harper, Robert. *Vocational Education Journal*, v65 n5 p28-29 Sep 1990. (Reprint: UMI)

Descriptors: Postsecondary Education, *Vocational Education, *Nontraditional Students, Adult Education, *Special Needs Students, Disabilities

Identifiers: North Florida Junior College
In the mid-1980s, North Florida Junior College began recruiting and drawing students with special needs and occupational backgrounds. In particular, the college became a postsecondary vocational center for the hearing impaired. Faculty found that, in spite of the challenges, teaching became more exciting and rewarding. (JOW)

ED 339 914 CE 059 880

Flexible Colleges: Access to Learning and Qualifications in Further Education. Part 1. Priorities for Action.

Further Education Unit, London (England).

Report No.—ISBN-1-85338-250-7

Pub Date—91

Note—81p. For a related document, see CE 059 881.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors: *Access to Education, Ancillary School Services, College Admission, Distance Education, Educational Administration, *Educational Innovation, Flexible Progression, Flexible Scheduling, Foreign Countries, Marketing, *Nontraditional Education, Nontraditional Students, Postsecondary Education, Relevance (Education), *Technical Institutes, Vocational Education

Identifiers: *Learner Centered Instruction, *United Kingdom

This report focuses on the development of flexible learning in colleges of further education in Great Britain. An introduction considers the national context, including the advent of National Vocational Qualifications, and the subsequent transition to flexible, learner-centered colleges. Section 1 describes the features of a flexible, accessible, and learner-centered college, organized to meet the needs of individuals, and compares these features with those of a college organized on the basis of groups of students enrolling in conventional courses. Information is presented in the form of a checklist to enable colleges to profile their current ability to provide flexible access to learning for individuals. Topics include marketing and outreach, threshold services, flexible access to learning, flexible access to assessment and accreditation, supporting learning, and infrastructure. Section 2 describes key factors, barriers to progress, and transitional issues currently faced by colleges when attempting to widen access to learning and accreditation. They are grouped under three major headings—strategic management, curriculum management, and operational management—and illustrated by extensive case studies of current practice. Section 3 provides a summary of significant inhibitors to progress, with recommendations for action at a local or national level. (YLB)

ED 333 959 JC 910 358

Regional Gender Equity/Single Parent Workshops

Project. McGillicuddy (Shirley) & Associates, Sierra Madre, CA.; Mount San Antonio Community Coll. District, Walnut, CA.

Spons Agency—California Community Colleges, Sacramento, Office of the Chancellor.

Pub Date—91

Note—144p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Community Colleges, Equal Education, Females, Inservice Teacher Education, Intercollegiate Cooperation, *Nontraditional Students, One Parent Family, Program Design, Program Evaluation, Program Implementation, Resource Materials, School Holding Power, *School Personnel, *Sex Fairness, *Shared Resources and Services, Teacher Workshops, Two Year Colleges, *Vocational Education, Workshops

Identifiers—*California Community Colleges

The 107 California Community Colleges (CCC) are organized into 9 regions, each served by a regional Gender Equity/Single Parent Coordinator. The role of the coordinators is to improve communications and facilitate resource sharing among the colleges within their region in order to address the needs of and expand services provided to single parents and other nontraditional students. In addition, coordinators work with a task force of representatives from the region's colleges to identify in-service priorities to help vocational education personnel increase enrollment and retention of nontraditional and single parent students in vocational education. Between December 1990 and May 1991, the regional coordinators designed, promoted, conducted, and evaluated eight highly individualized workshops for vocational education instructors, administrators, counselors, and support services staff. Workshop topics included the following recruitment of more women and single parents into vocational education programs, successful teaching strategies to promote gender equality, and defining equity. This report describes the planning and content of the workshops, and presents the results of workshop evaluations. In addition, the report reviews the roles and responsibilities of the coordinators and details the activities undertaken by the CCC in the appointment and training of coordinators. Appendixes provide a roster of colleges by region, regional coordinator meeting outcomes, regional meeting evaluations, workshop planning procedures, workshop evaluation summaries, and participant summaries. (PAA)

ED 291 926

CE 049 775

The Accessibility of Vocational-Technical Education to Secondary and Postsecondary Students Including Gender and Racial/Ethnic Composition and Special Populations.

Michigan State Advisory Council for Vocational Education, Lansing.

Pub Date—87

Note—59p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC03 Plus Postage.

Description—*Access to Education, Asian Americans, Blacks, Disabled, Dislocated Workers, Duplaced Homemakers, *Enrollment, *Exceptional Persons, Females, Hispanic Americans, Males, *Minority Groups, Nontraditional Occupations, *Nontraditional Students, Postsecondary Education, Program Improvement, Secondary Education, *Vocational Education, *Women

Identifiers—*Michigan

To comply with the Carl D Perkins Vocational Education Act of 1984 requirements, the Michigan State Advisory Council for Vocational Education reviewed data from the Michigan Department of Education to determine the accessibility of vocational education to secondary and postsecondary students as it relates to enrollment. The evaluation component also included the gender and racial/ethnic composition of students currently participating in vocational education, as well as the participation of special populations (handicapped, disadvantaged, adults, single parents homemakers, students in nontraditional programs, and criminal offenders). The study found significant differences in accessibility of vocational education to students, based on geographical location. It also found that the enrollment of females and males in vocational education appears to be balanced, although this may be due to various areas balancing each other. Overall, trends in secondary education seem to be in the direction of enrolling students in programs that are nontraditional to their gender, although progress in this direction is much slower in postsecondary education. The study also found that vocational education at both levels is serving minorities in proportion to the statewide high school population, however, enrollments vary by program area. Finally, the study found that only limited numbers of persons are being served in any of the special population categories. (Author: KC)

ED 284 006

CE 047 719

Feller, Rich

A Guidebook to "A Better Way": Serving Special Needs, Non-traditional Students and The Perkins Vocational Education Act.

Colorado State Univ., Ft. Collins. School of Occupational and Educational Studies.

Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver.

Pub Date—Oct 86

Note—36p.

Available from—A Better Way, School of Occupational and Educational Studies, Colorado State University, Fort Collins, CO 80523.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC02 Plus Postage.

Description—Adult Education, Counselor Training, *Disabilities, *Disadvantaged, Education Work Relationship, Human Services, Inservice Education, Inservice Teacher Education, *Limited English Speaking, Nontraditional Students, Postsecondary Education, Secondary Education, Special Education, *Staff Development, *Vocational Education

Identifiers—*Carl D Perkins Vocational Education Act 1984, *Special Needs Students

This document accompanies a video training series entitled "A Better Way" for those serving special needs and nontraditional students. The guidebook provides information to enable education, parents, and human service personnel to help secondary and postsecondary students access vocational education and make the transition from school to employment and further training. Together, these materials increase understanding of how to provide disadvantaged and handicapped students (as defined by the Carl Perkins Vocational Education Act) with the guidance and special service assumptions required by the Act. Topics include questions regarding provision of special services to disadvantaged and handicapped students; the Carl Perkins Vocational Education Act, a historical perspective, identification of special needs students; vocational education for disadvantaged students and students with handicaps, role and responsibilities of counselors, school psychologists, placement personnel, vocational special needs/resource personnel, teachers/instructors, administrators, and parents/guardians, information for adult and postsecondary students, the state's role and government contact people, agency coordination, and promotion of change. The materials on parents/guardians and students are in both English and Spanish. (YLB)

ED 279 902

CE 046 691

Arns, Keith. Buckley-Down, Deborah

Diagnosing Sex Bias and Sex Stereotyping, Inservice Program for Administrators, Counselors, and Teachers. Final Report.

Louisville Univ., Ky. Dept. of Occupational and Career Education

Spons Agency—Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.

Pub Date—Aug 86

Note—147p.

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC06 Plus Postage.

Description—Administrator Attitudes, Attitude Change, Behavioral Objectives, Counseling Techniques, Educational Legislation, *Inservice Education, Learning Activities, Lesson Plans, Nontraditional Students, Postsecondary Education, Program Development, Self Evaluation (Individuals), *Sex Bias, *Sex Fairness, *Student Placement, *Student Recruitment, Teacher Attitudes, Teaching Methods, *Vocational Education. This guide is intended for use in conducting a two-day inservice program to train school administrators, counselors, and teachers in identifying and eliminating sex bias and stereotyping. Lesson plans are provided for addressing the following objectives: develop an awareness of personal values related to sex bias and stereotyping, identify manifestations of sex discrimination and bias, review data on sex patterns in participation in the paid work force, discuss major legislation related to sex discrimination, assess the progress of efforts to implement Title IX and II legislation, identify influences on vocational choices, identify barriers to recruiting students into nontraditional programs, strengthen skills in identifying sex bias and discrimination in vocational education, discuss reasons for sex-affirmative programs, increase skills in formulating sex equity programs, and develop action plans for placing nontraditional students. Each lesson plan includes training and enabling objectives, a list of materials needed, and an information outline. Appendixes contain 18 handouts (including a survey of sex role attitudes, sample pro and con situations, guidelines for assessing sex equity in vocational education programs, a knowledge quiz, information on the influences on the educational choices of males and females, guidelines for developing a plan to recruit students into nontraditional programs that are nontraditional, or their sex information on sex-fair supervising, and guidelines for mutual action planning to enhance the placement of nontraditional students); 17 transparency masters; 6 role play situations; a sample agenda, an evaluation form, and references. (MN)

ED 255 700

CE 041 173

Changing the Focus: Women and FE. As FEL View.

Further Education Unit, London (England)

Report No.—ISBN-0-946469-28-8

Pub Date—85

Note—30p.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC02 Plus Postage.

Description—*Access to Education, Adult Education, Affirmative Action, *Continuing Education, Educational Policy, *Equal Education, Foreign Countries, High School Equivalency Programs, Job Training, Nontraditional Students, Policy Formation, Postsecondary Education, Sex Discrimination, *Sex Fairness, Vocational Education, *Women Education

Identifiers—*England

This brief policy statement by the Further Education Unit (FEU) in London, England, describes the way in which the FE system should relate to the needs and potential of women. The document relates a catalogue of deficiencies in this area, and then refers to previous and ongoing FEU work. Against this background, the statement analyzes some of the FE curricular issues that reflect progress and or deserve more attention. In part, this statement is a response to the recommendations of the recent report of the Women's National Commission ("The Other Half of Our Future," extracted in this booklet). There is little doubt that if the FE system is to play a more effective role in the education and training of women, then educational policy makers need to appraise the content, design, delivery, and management of the curricula from traditional education to the new technologies. The statement suggests that a starting point for those who have not already done so is to develop an appropriate equal opportunities policy. For those local authorities and colleges who have such a policy, this statement is intended to confirm their initiative and encourage further action. (KC)

ED 333 013

CE 057 960

Johnson, David A.

Formulating a Conceptual Model of Nontraditional Student Attitudes and Perceptions in Postsecondary Vocational Education Programs.

National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Apr 91

Contract—V081A10004-88A

Note—41p.

Available from—NCVET Materials Distribution Service, Western Illinois University, Morris Hall 46, Macomb, IL 61455 (order no. MD8-217; \$4.50).

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Description—*Academic Persistence, Adult Students, Dropout Characteristics, *Dropout Research, Dropouts, Educational Research, Literature Reviews, *Models, *Nontraditional Students, Postsecondary Education, *Student Attitudes, Student Characteristics, Two Year Colleges, *Vocational Education

Few studies have been conducted on nontraditional student attitudes in postsecondary vocational educational programs. This lack of attention is due to methodological limitations, lack of priority on data collection in vocational education, and lack of perceived need for research. The conceptual model of student attitudes in postsecondary vocational education proposed in this paper is adapted from other conceptual and theoretical approaches found in studies conducted in two- and four-year postsecondary institutions. The model draws also upon the previous research on traditional students, including Spady's model of the undergraduate dropout process (1971), Tinto's longitudinal model of student persistence (1975), and Pascarella et al.'s model (1983). Other sources include studies that focus on nontraditional students, such as Bean and Metzger's model of nontraditional student attitudes in postsecondary education settings and Brown and Kayser's model of educational adjustment. The proposed model includes several new variables. It is developed to account for attitudes among different subgroups of nontraditional students. Exogenous factors describing students' backgrounds include disability and outside community agency support received. The model also seeks to examine the interrelationships of disability and disadvantage with external environmental factors. Several concepts described and tested in other models, "institutional commitment" and "social integration," are expanded in this model. (157 references) (YLB)

ED 255 663

CE 041 122

Cusack, Thomas. Wolfe, Linda R.

Fulfilling the Promise: A Guide to the Sex Equity Provisions of the Vocational Education Act. PEER Policy Paper.

National Organization for Women, Washington, D.C. Project on Equal Education Rights. Pub Date—85

Note—7p

Available from—PEER, 1413 K Street, NW, 9th Floor, Washington, DC 20005 (\$3.00).

Pub Type—Opinion Papers (120)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Access to Education, Civil Rights Legislation, Disadvantaged, Educational Finance, Educational Improvement, *Educational Policy, Equal Education, *Federal Legislation, Federal Regulation, Federal State Relationship, Females, Males, Minority Groups, Nondiscriminatory Education, Nontraditional Occupations, Nontraditional Students, Policy Formation, Postsecondary Education, Secondary Education, Sex Discrimination, *Sex Fairness, State Federal Aid, State Programs, *Vocational Education, *Women Education

Identifiers—*Carl D Perkins Vocational Education Act 1984

This paper presents an analysis of the sex equity provisions of Public Law 98-524, the Carl D. Perkins Vocational Education Act of 1984. It is intended to assist parents, students, educators, and activists to ensure that the provisions of the Act are fully implemented throughout the country. The two major purposes of the new vocational education law are (1) to assist the states to expand, improve, modernize, and develop quality vocational education programs, and (2) to assure that persons who are inadequately served under vocational education programs have access to such programs—especially disadvantaged students, disabled students, men and women who are entering occupations that are not traditional for their sex, adults in need of training and retraining, homemakers, single parents, persons with limited English proficiency, and persons in correctional institutions. Authorized for five years, the statute has five major sections or titles. Title I describes how funds are to be distributed and sets up administrative requirements for the states. Title II, the heart of the Act, is divided into two parts. Part A describes how funds are to be used to improve access, and Part B describes how funds are to be used to improve quality. Title III describes programs that are funded separately from Title II, including programs for community-based organizations, consumer and homemaking education, adult training and retraining, career guidance, and training in high-technology occupations. Title IV defines programs in research, data collection, and demonstration carried out at the national level through the U.S. Department of Education. (Title V is not described in this paper.) For each of these titles, this paper describes the provisions, comments on potential problems that may arise, and suggests actions that can be taken. The final section of the paper lists four steps that sex equity advocates can take to ensure that the new law is carried out on the state and local levels. (KC)

ED 237 758

CE 037 799

Kousserian, Kemar. Knight, James A. Strategies for the Recruitment, Retention, and Placement of Students in Vocational Education Program Areas Not Traditional for Their Sex.

Pub Date—4 Dec 83

Note—21p.; Paper presented at the American Vocational Association Convention (Anaheim, CA, December 4, 1983).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Job Placement, Literature Reviews, *Nontraditional Occupations, Nontraditional Students, Postsecondary Education, Program Development, *School Holding Power, Secondary Education, *Sex Fairness, *Student Recruitment, *Vocational Education, Work Attitudes

This study was conducted to identify and document the most widely used strategies for the recruitment, retention, and placement of students in vocational education programs not traditional for their sex. Nearly 100 pieces of literature related to sex equity in vocational education found in the Educational Resources Information Center (ERIC) database were reviewed. The following were identified as the most widely used strategies for the recruitment of students for vocational education program areas not traditional for their sex: use of role models, parental involvement, prevocational classes and workshops, community involvement, active encouragement of prospective students, publicity/promotional activities, use of sex-fair media and informational materials and inservice training of teachers. The following activities were found to be useful for retaining students in vocational education program areas not traditional for their sex: supportive groups, moral support and explicit support of teachers and counselors, personnel training and awareness raising, unbiased language in the classroom, and placing nontraditional students in the same classes. Finally, the following activities were identified as being useful for the placement of nontraditional students in occupations related to their training: public relations, workshops for employers, student training publicity, and promotional activities. The review concluded that sex equity actions should be expanded and be conducted continuously so that sex-fair attitudes and procedures will become standard. (KC)

ED 237 370

CE 035 304

Schlar, Judith A.

Enhancing Placement Sex Equity Training Package: Unlocking Nontraditional Careers. Research and Development Series No. 2159.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons. Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—81

Contract—300-78-0032

Note—175p.; For related documents, see CE 035 503-506.

Available from—National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (RD2159, workshop materials and 3 audiocassette tapes—\$20.00, complete set—\$44.00).

Pub Type—Guides—Classroom—Teacher (032)

EDRS Price—MF01/PC07 Plus Postage.

Descriptors—Affirmative Action, Cooperative Planning, Educational Resources, *Employer Attitudes, Equal Opportunities (Jobs), Job Development, *Job Placement, Language Usage, Learning Activities, Learning Modules, *Nontraditional Occupations, Nontraditional Students, Postsecondary Education, *School Business Relationship, Secondary Education, Sex Bias, *Sex Fairness, Sex Stereotypes, Transparency, Units of Study, *Vocational Education, Work Attitudes

This training package provides materials to build collaborative relationships and commitment between vocational educators and employers in order to enhance placement of women and men in occupations nontraditional to their sex. The three units of the training package are intended for use beyond the initial stage of raising awareness of the need for sex equity. Unit 1 is designed to update the participants' awareness of the current status and motivation of nontraditional students and workers. Unit 2 focuses on breaking down myths and stereotypes by sharing success stories about nontraditional workers and students. The final unit provides training to achieve skills for positive interactions with nontraditional, and to develop mutual action plans for collaborative placement strategies. Each unit contains objectives, a daily outline, and learning activities. Materials are designed to provide 4 1/2 to 6 1/2 hours of instruction. The package also includes 15 handouts, 13 tape scripts (3 tape cassettes are available), 40 transparency masters, and 1 set of role-playing cards. (KC)

BEST COPY AVAILABLE

ED 339 915

CE 059 881

Flexible Colleges: Access to Learning and Qualifications in Further Education. Part 2. A Planning Handbook.

Further Education Unit, London (England).
Report No.—ISBN-1-85338-251-5

Pub Date—[91]

Note—86p. For a related document, see CE 059 880.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Access to Education, Ancillary School Services, College Admission, Distance Education, Educational Administration, Educational Innovation, Educational Planning, Flexible Progression, Flexible Scheduling, Foreign Countries, Marketing, Nontraditional Education, Nontraditional Students, Postsecondary Education, Relevance (Education), Technical Institutes, Vocational Education.
Identifiers—Learner Centered Instruction, United Kingdom.

This handbook is designed to help further education colleges in Great Britain plan for those changes that will make them more flexible and learner centered. Section 1 describes the process according to which content is organized. The Current Profile Checklist in Section 2 can be used to obtain a profile of the college's flexibility and learner centeredness. This is intended to give a snapshot of the college's present orientation. Section 3 consists of the Flexibility Audit and the Action Plan. They provide for an in-depth consideration of existing programs to identify where change is required and allow the college to plan for the changes to take place and to make explicit the indicators with which to judge whether the desired effect has been obtained. Section 4 contains a blank Audit and Action Plan form; Coordinating Development form, which is designed to help colleges make those connections where action in one section is dependent upon action in another, a completed Coordinating Development sheet, and an Operational Action Planning Sheet to allow the college to continue in more detail from the Audit and Action Plan sheets. A list of 31 related publications is provided. (YLB)

ED 340 629

HE 018 618

Author: Robert F. Ed.
Dimensions of Experiential Education.
National Society for Internships and Experiential Education, Raleigh, NC.
Spons Agency—Ford Foundation, New York, NY.
Pub Date—76.

Note—32p. Institution formerly named National Center for Public Service Internship Programs.
For related documents see HE 018 617-635.
Document contains small print.

Pub Type—Collected Works - General (020) —
Opinion Papers (120).
EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Students, Community Colleges, Educationally Disadvantaged, Education Work Relationship, Employment Patterns, Employment Programs, Experiential Learning, Field Experience Programs, Internship Programs, Low Income Groups, Nontraditional Students, Political Issues, Position Papers, Postsecondary Education, Public Policy, Two Year College Students, Vocational Education, Work Attitudes.

Identifiers—Public Service.
Issues concerning experiential and postsecondary education are considered in six articles. In "Experiential Education for the Community College Student," Sheila Gordon considers the links between experiential and vocational education and suggests that experiential education is especially relevant to the learning styles and objectives of the economically and academically disadvantaged. John R. Valley's article, "Experiential Education and the Nontraditional Student," focuses on older and reentry students and the testing and measurement problems of experiential education. Components of special degree programs for adults. Traditional approaches to political internships are emphasized by former Senator Hubert H. H. in "The Case for Public Service Internships: Good Education and Good Government." The need to address changes in work and work attitudes is discussed by Dennis Gallagher in "Work, Experience, and Education," while the potential of experiential education to reach liberal arts and to promote students' personal development is covered in "The Promise of Experiential Education for the Liberal Arts" by Robert F. Ed. Finally, The Eleanor Roosevelt Institute's article, "Policy Statement on National Youth Service," proposes the development of a federal national youth service (SW).

ED 337 231

JC 910 458

Michaud, Gene L.
Marketing the Satellite Student in a Technical College.

Pub Date—91

Note—72p. "An Applied Research Project submitted in partial fulfillment of the requirements for the Master of Science in Education degree in Educational Administration, University of Southern Maine." Poor quality type.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Colleges, Nontraditional Students, Off Campus Facilities, Outreach Programs, Questionnaires, Satellite Facilities, Student Attitudes, Student Characteristics, Student Educational Objectives, Two Year Colleges, Two Year College Students, Vocational Education.

Identifiers—Northern Maine Technical College, Satellite Students.

At Northern Maine Technical College (NMTC), students can take classes at outreach locations, usually at a high school in their local community. In 1991, a study was conducted to determine the needs, perspectives, and characteristics of these "satellite" students. Satellite directors at six active sites distributed questionnaires to all 308 students attending classes during the first two weeks of the spring semester. A total of 233 usable surveys were returned for a 76% response rate. Study findings included the following: (1) 83% of the respondents were female; (2) 45% of the respondents were matriculated in a degree program; (3) 41% of the respondents reported annual gross household incomes of under \$15,000; (4) 61% of the respondents cited location as the most important reason for choosing NMTC satellite courses; (5) 33% of students cited newspapers as their source of information concerning the availability of the NMTC satellite courses; (6) "Friends" were cited most frequently as being the most influential in helping students choose courses; (7) 40% of the respondents were new NMTC satellite students; (8) 60% of the respondents reported working day jobs; (9) 71% of the respondents indicated that they would take Interactive Television courses if offered; (10) students reported significant conflict between school and work, and (11) 90% of students were very satisfied with the quality of instruction. Data tables, recommendations, the survey instrument, satellite course schedules, and a copy of the detailed "Agreement of Understanding" between NMTC and the Adult Education Center for conduct of the courses, are included. (PAA)

ED 379 927

CG 019 735

Herman, Rhona C. Comp. And Others.
Strategies for Advancing Disabled Students for Postsecondary Education. Updated.
American Council on Education, Washington, DC.
HEATH Resource Center.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Jul 86.

Contract—300-80-0857.

Note—5p. For earlier reprint of this fact sheet, see ED 236 890.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Counseling, Counseling Techniques, Counselor Role, Decision Making, Disabilities, High Schools, Nontraditional Students, Postsecondary Education, School Counselors, Vocational Education.

This fact sheet was written to help persons who counsel students with disabilities at all levels of education, but especially those who work with students in high school, community and junior college, career training schools, vocational technical schools, colleges, universities, and graduate programs. Four strategies that advisors and counselors can use in working with disabled students are described: (1) encouraging students to assess interest, aptitude, and achievement; (2) providing non-restrictive career counseling; (3) encouraging students to base decision-making about postsecondary education on a variety of criteria, including training available, cost, and auxiliary aids and accessibility; and (4) assuring access to the counseling environment. Selected resources are described which may help implement the strategies. (NB)

ED 280 944

CE 046 621

Active Job Placement in an Isolated Community.
Final Report, from October 31, 1983 to June 30, 1984.

Florida Keys Community Coll., Key West.
Spons Agency—Florida State Dept. of Education, Tallahassee, Div. of Vocational, Adult, and Community Education.

Pub Date—30 Jun 86

Note—36p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Colleges, Employment Potential, Employment Services, Job Placement, Job Search Methods, Nontraditional Students, Program Development, Rural Areas, School Business Relationship, Two Year Colleges, Vocational Education.

Florida Keys Community College (FKCC) undertook a project to expand and improve job placement services to increase the overall placement rate for Associate of Science program graduates. The size, minimal available resources, and isolated location of FKCC contributed to its graduates' difficulties with job search. Objectives were accomplished through: (1) the production and distribution of a brochure for employers that promoted the hiring of FKCC's vocational technical graduates and disseminated information regarding graduates' skills; (2) offering of an employability skills course; (3) a job fair; and (4) increased communication with advisors and counselors regarding nontraditional students. The employer brochure, job fair, and increased communication were successful. The employability skills course was not well received by the study body. (Appendixes include the brochure, job fair materials, and exit interview and academic advisory evaluation for applicants for graduation.) (YLB)

ED 374 835

CE 045 253

Grogby, James. Somerville, Sarah.
Using the Microprocessor to Facilitate Career Development Needs of the Community College Non-Traditional Adult Learner. Vocational Guidance and Counseling Project, Final Report.
Germanna Community Coll., Locust Grove, VA.
Spons Agency—Virginia State Dept. of Education, Richmond, Div. of Vocational Education.

Pub Date—2 Aug 86

Contract—VA-86-1-113-OC-001

Note—22p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Adult Students, Adult Vocational Education, Career Choice, Career Counseling, Career Education, Career Guidance, Community Colleges, Computer Oriented Programs, Computer Software, Counselor Training, Information Dissemination, Internship Education, Microcomputers, Minority Groups, Nontraditional Students, Occupational Information, Two Year Colleges, Vocational Education.

Identifiers—System of Interactive Guidance and Info Plus.

A project was initiated to provide a means of assisting nontraditional community college students with an area of special need—career selection. An IBM PC-XT microcomputer was purchased, and Educational Testing Services SIGI (System of Interactive Guidance Information) Plus career search software was leased to disseminate vocational education information for the adult and nontraditional student. Counseling staff worked individually with minority students to introduce them to SIGI Plus. All counselors were trained in the use of SIGI Plus; faculty members were introduced to it. Activities using SIGI Plus were incorporated into some courses by faculty and into the new student orientation classes. Area and state employers were invited to use SIGI Plus in whatever way appropriate for their organizations. An evaluation found that users of SIGI Plus perceived it to be a positive experience that was helpful and accurate in reflecting self-perception of values, interests, and career choices. (Appendixes include a brochure on SIGI Plus, faculty and student questionnaires, and correspondence.) (YLB)

ED 280 535

CE 040 073

Bromley Ann And Others
A Model Program for Sex Equity in Vocational Education. Final Report from July 1, 1983 to August 31, 1984.

Santa Fe Community Coll., Oremville, Fla.
Spons Agency—Florida State Dept. of Education, Tallahassee, Div. of Vocational Education.

Pub Date—31 Aug 84

Note—114p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Career Counseling, Career Education, Career Guidance, Curriculum Development, Demonstration Programs, Displaced Homemakers, Economically Disadvantaged, Elementary Secondary Education, Employment Services, Females, *Job Placement, Minority Groups, *Nontraditional Occupations, Nontraditional Students, Postsecondary Education, Program Development, *Program Implementation, Sex Discrimination, *Sex Factors, Sex Stereotypes, Student Recruitment, Two Year Colleges, Vocational Education, *Women Education

Identifiers—*Fire Extinguisher Maintenance Specialist, Fire Extinguishers

The Sex Equity Program at Santa Fe Community College continued to foster innovative approaches to overcoming sex-role stereotyping and discrimination in vocational education, training, and employment. It focused on four major areas: awareness/recruitment, education of students and staff at the college, support/job placement for enrolled nontraditional students, graduates, and dropouts, and short-term technical training programs. In 1983-84, over 1,350 persons were directly served through workshops, presentations, counseling, employability skills assistance, job placement and support, courses, and the short-term training program. Workshops and presentations on sex-role stereotyping and nontraditional career options were offered to elementary and middle schools for the first time. Increased access for displaced homemakers, minorities, and the economically disadvantaged was provided by cooperative relations developed with the Displaced Homemakers Program, housing project social workers, Job Corps, and the Community Action Agency. A "Directory of Non-traditional Women Workers in Alachua and Bradford Counties" was compiled as a resource to career options. A six-week intensive training program was developed and implemented to prepare students for a career as Fire Extinguisher Maintenance Specialist, the first of its kind in the nation. Appendices include correspondence, articles, a brochure, and "Directory of Non-traditional Women Workers." (YLB)

ED 223 180

HE 015 701

Brown, Stephen M.

University and College Associated Skill Centers.

Higher Education/CETA Project Monograph.

American Council on Education, Washington, D.C.

Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Pub Date—Jul 82

Note—7p. For related documents, see HE 015 695-703 and HE 015 723.

Available from—Higher Education/CETA Project, American Council on Education, One Dupont Circle, Suite 800, Washington, DC 20036.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, College Role, Educationally Disadvantaged, Education Work Relationship, Eligibility, *Employment Programs, Federal Programs, *Higher Education, Industry, Job Placement, *Job Training, Labor Force Development, Low Income Groups, *Nontraditional Students, School Business Relationship, School Community Relationship, *Skill Centers, Two Year Colleges, *Vocational Education

Identifiers—*Comprehensive Employment and Training Act, Higher Education CETA Project

The structure and function of college- and university-affiliated skill centers are discussed as part of the American Council on Education's Higher Education Comprehensive Employment and Training Act (CETA) project, which was supported by the Fund for the Improvement of Postsecondary Education. A skill center is defined as a single organizational unit that provides training in multiple occupational areas. Skill centers, which provide trained persons for the private sector and also serve populations traditionally denied access to jobs, offer training in such varied occupations as office occupations, auto mechanics, food preparation, and electronic assembly. Centers offer a number of training programs in line with local employment needs, especially in new, rapidly changing or expanding occupations such as word processing, data processing, and cable T.V. installation. Training cycles range from 6 to 32 weeks. Some training programs are company specific and the curricula stress hands-on training. Allied instruction and services are an integral part of the curriculum at many skill centers, and instruction in mathematics, reading, and writing is frequently offered. In addition, students are offered services that enhance their ability to obtain and remain in a job. Since most skill centers are funded wholly or in large part by CETA, the students must meet CETA eligibility criteria. The organizational structures of college-associated skill centers and advantages of locating skill centers in colleges are discussed. Three case studies are presented that demonstrate varied organizational structures for college skill centers, the range and types of programs and services, the types of participants served, and the geographic mix of institutions. (SW)

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VI. INSERVICE EDUCATION & ON-THE-JOB TRAINING

ED 304 777 **EA 020 793**
Orlich, Donald C.
Staff Development: Enhancing Human Potential.
Report No.—ISBN-0-205-11827-3

Pub Date—89
Note—266p.
Available from—Allyn and Bacon, Longwood Division, 180 Gould Street, Needham Heights, MA 02194 (\$32.95)

Pub Type—Books (010) — Information Analyses (070)

Document Not Available from EDRS.

Description—Adult Education, Continuing Education, Higher Education, *Inservice Education, *On the Job Training, *Organizational Development, *Professional Development, *Staff Development

In 10 chapters, this book offers a clear nonlinear vision for continuously preparing professional and classified staff for the purpose of improving schools and student academic achievement. Chapter 1 shows the importance of inservice education and provides a rationale for conducting systematic, if not empirically based, programs. Chapter 2 details needs assessments and explains why it is crucial to address individual and organizational needs for success. Chapter 3 discusses the many delivery systems available to staff developers, including the reform teacher center, and describes peer coaching as a powerful and innovative training mechanism. Chapter 4 stresses the many ways to evaluate inservice projects. The Temporary Systems Approach to evaluation is introduced. Incentives for staff development are the subject of chapter 5, where detailed illustrations are given so that those who excel in staff development can be recognized. Funding is the topic of chapter 6. The concepts of direct and indirect costs are highlighted. Chapter 7 offers a dichotomous theoretical key to select the most appropriate staff development model for success. Readers are enjoined to create and test the theory. Chapter 8 illustrates the many options available to administrators for continued staff development efforts. Chapter 9 enquires reforms that diminish the energy of personnel in educational and noneducational circles. The final chapter is an overview of issues that impinge on staff development and need resolution. Topics included in the appendices are the Delphi Technique and microteaching. References are provided. (JAM)

ED 230 791 **EA 017 298**

Buchanan, Aaron. Bachelor, Patricia
What Administrators Say about the Relationship between Staff Development and Staff Planning.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No.—SWRL-TN-1-84/12

Pub Date—1 Jul 84
Note—12p.

Pub Type—Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Description—*Cooperative Planning, Educational Planning, Elementary Secondary Education, *Inservice Education, Inservice Teacher Education, Interprofessional Relationship, Management Development, *On the Job Training, *Professional Development, *Staff Development, Teacher Administrator Relationship

Identifiers—United States (Southwest)

Administrators from local school districts in the southwest were consulted on three issues regarding the operational aspects of staff development. First, an effort was made to ascertain the conditions determining whether staff development programs are mandatory or voluntary. While staff development for administrative personnel is normally mandatory, several factors work against mandatory staff development for teachers. The second issue discussed was the relationship between staff development and staff planning. Formal staff planning occurs most often in secondary schools, where teachers are organized by department, but rarely in elementary schools, or between elementary and secondary teachers. The third issue discussed was long- and short-term procedures for evaluating or guiding staff development as a distinct effort. These include daily "feedback" activities and subsequent follow-up. Staff development and planning are shaped primarily by the mechanics of finding or buying time when teachers are not in the classroom. (TE)

EJ 390 475 **EA 523 350**
Comparing Employment Opportunities of Graduates and Dropouts of Full-Time Education and an In-Service Training Program. van Imhoff, Evert, Rutzen, Josef M. M. *Economics of Education Review*, v8 n2 p159-67 1989 (Reprint: UMI)
Descriptors: *Dropouts, *Inservice Education, *Graduates, *Labor Market, *Employment Opportunities, *On the Job Training, Secondary Education, Models, Vocational Education, Foreign Countries

Identifiers: *Netherlands

Compares employment opportunities for graduates and dropouts of two types of education in the Netherlands, using an estimation model for labor market position (employed and underemployed) in the first years after leaving school. Completed inservice training does not offer more advantageous transition probabilities than full-time education in the long run. Includes 14 references. (MLH)

ED 304 178 **JC 890 098**

Williams, Joan Ingram, Cynthia
Confidential Training Needs Assessment Report.
Patrick Henry Community Coll., Martinsville, VA.
Pub Date—25 Jul 88

Note—12p.
Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Description—Community Colleges, Courses, Criminal Law, *Educational Needs, *Employee Attitudes, Inservice Education, *Law Enforcement, On the Job Training, Police, *Police Education, Professional Training, Supervisors, Two Year Colleges

In 1988, Patrick Henry Community College (PHCC), in cooperation with Virginia Polytechnic Institute and State University, conducted a confidential survey of members of the Henry County Sheriff's Department and the Martinsville Police Department to determine training needs. Groups of between 1 and 15 employees from all shifts and departments were surveyed to identify the courses and programs they would actually take for additional training. Study findings, based on responses from 114 employees, included the following: (1) 58% of the respondents were between 31 and 50 years old; (2) 73% had been on the job more than 5 years; (3) 42.1% of the respondents were deputies; 17.5% were correctional officers; 10.5% were responsible for data processing or bookkeeping; and 9.6% were dispatchers; (4) 70% rated the orientation programs of their departments as either excellent or good, while 80% gave the technical training provided by the departments equally high ratings; (5) 74% stated that they needed more training to qualify for higher level jobs; (6) 102 employees indicated that they needed a course in stress management; and 104 indicated that they would be interested in a course in criminal law; and (7) supervisors were less likely to see themselves as unfair than the people they supervised. Based on study findings, recommendations for expanding PHCC's services to the police and sheriff's departments were developed. (AAC)

EJ 389 498 **SE 544 194**
How One Company Is Facing the Challenges of the Future. Krogh, Lester C. *Engineering Education*, v79 n1 p36-38 Jan-Feb 1989 (Reprint: UMI)
Descriptors: Education Work Relationship, *Industry, Inservice Education, *Improvement Programs, Industrial Training, On the Job Training, *Off the Job Training, Professional Continuing Education, Relevance (Education), Refresher Courses, Science Instruction, Staff Development, Technology, *Technical Education, *Trade and Industrial Education
Identifiers: 3M Company

Notes that technical education must be an ongoing, career long activity and a normal part of the job. Lists objectives considered to ensure employees are at the forefront of their specialty. Discusses four types of courses offered by 3M's educational program. (MVL)

ED 283 249 **EA 019 467**

Elam, Stanley M. And Others
Staff Development: Problems and Solutions.

AASA Critical Issues Report.
American Association of School Administrators, Arlington, VA.

Report No.—ISBN-0-87652-110-3

Pub Date—86

Note—44p.

Available from—Publication Sales, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 021-00164, \$13.95 plus \$2.50 postage and handling, prepaid, quantity discounts).

Pub Type—Information Analyses (070) — Guides - Non-Classroom (055) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Description—Board of Education Role, Elementary Secondary Education, *Inservice Education, *Leadership Training, *Management Development, *On the Job Training, Principals, Public Schools, *School Districts, *Staff Development, Superintendents, Teacher Administrator Relationship

Case studies, interviews, letters, and nationwide questionnaire responses from hundreds of administrators constitute the data for this report. The first chapter discusses the meaning of and the reasons for staff development, the effect of staff development on school and community, the increasing role of teachers, principals, and school boards, the conditions for staff development, and the elements of the most effective programs. The second chapter considers the expansion of staff development, the process is intended not only for teachers, but for all practitioners. The expansion also includes the range of content, the number of sites, the amount of time, and the number of people to direct the programs. Chapter 3 examines the options available to school districts to advance staff improvement. Other concerns associated with staff development covered in subsequent chapters are the effectiveness of inservice training, needs assessment to gain board support, the professional growth of principals and their collaboration with teachers, the technical training of support staff, the inservice training of board members, the professional growth of administrators, the atmosphere of inservice sessions, and the evaluation of the staff development process. Chapter 7 relates 16 case studies of success. (RG)

ED 349 639

EA 017 205

Darack, John C. LaPlant, James C.
Inservice for School Administrators: A Status
Report.

Pub Date—Apr 84

Note—27p. Paper presented at the Annual Meet-
ing of the American Educational Research Asso-
ciation (New Orleans, Louisiana, April 23-27,
1984).

Pub Type—Information Analyses (070) — Reports
— Evaluative (142)

EDRS Price - MF01 PC02 Plus Postage.

Description—*Administrators, Educational Im-
provement, Elementary Secondary Education,
*Inservice Education, Literature Reviews, Man-
agement Development, *Models, On the Job
Training, Professional Continuing Education,
Professional Development, Professional Training,
*Program Effectiveness, Research Design, Re-
search Methodology, *Research Needs, Research
Proposals, School Administration, School Effec-
tiveness

Identifiers—*Administrator Effectiveness

To help classify and map the field of administra-
tive inservice, five generic administrative inservice
models may be identified and their strengths and
weaknesses determined based on what is known
about effective inservice practices. The models are
a traditional model, institutes, competency-based
programs, the academy, and networking. A review
of the research, however, finds that none of the five
identified models has ever been researched, and
most inservice research either focuses on classroom
teachers or examines the experiences of practi-
cians without being research-based. There seems to
be a collection of a good deal of information of
limited benefit to the improvement of schools, the
role of administrators, or the condition of inservice
education. Assuming that the ultimate goal of inservice
is educational improvement, there is a need to
develop a conceptual description of administrative
inservice, more completely describe and test the five
generic models described, and continuously review
and modify the theoretical conceptualization of ad-
ministrative inservice, all through theory-based re-
search, so that school administrators may fulfill the
leadership function ascribed to them in the school
effectiveness literature. (Author DCS)

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VII. INSERVICE EDUCATION & RETRAINING

EJ 344 732 UP 312 477

The Latest Apologies for Preferential Treatment.
Baumann, Fred. *New Perspectives*, v18 n1 p18-23
Win-Spr 1986 (Reprint: UMI)

Descriptors: *Affirmative Action, Civil Rights,
Employment Level, Employment Practices,
*Equal Education, *Equal Opportunities (Jobs),
Minority Groups, Quotas, *Personnel Selection,
Recruitment, *Reverse Discrimination

The arguments in favor of preferential treatment for some groups are faulty. An examination of these arguments is included. Although victims of discrimination should be helped, programs should promote race, gender, or ethnically conscious hiring. Affirmative action has led to a sectoral or bureaucratically-caused discrimination (PS)

ED 314 606

CE 033 955

Training 2000. Publication 1480.
Internal Revenue Service (Dept. of Treasury),
Washington, D.C.

Pub Date—89

Note—157p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Description—Artificial Intelligence, Computer Assisted Instruction, Cybernetics, Distance Education, Educational Equipment, *Educational Technology, Educational Television, Futures (of Society), Hypermedia, Information Technology, *Inservice Education, *Instructional Innovation, Interaction, Interactive Video, *Job Training, *Labor Force Development, Man Machine Systems, Multimedia Instruction, Optical Disks, *Retraining, Teaching Methods, Teleconferencing, Videodisks

Identifiers—Internal Revenue Service

This document reports the results of an examination of the external and internal environments of the Internal Revenue Service (IRS) and the most promising technological tools and methods to create the training system capabilities the IRS will need in the future. Following an executive summary, chapter 1 describes how the document was developed. Chapter 2 describes current IRS training. Chapter 3 explains two factors—the changing workplace and work force—that affect IRS training. Chapter 4 discusses the technological, methodological, and organizational issues that affect IRS training, including computer-based training, artificial intelligence, hypertext and hypermedia, embedded training, asynchronous computer conferencing, one-way videoteleconferencing, two-way digital (compressed) videoteleconferencing, CD-ROM (Compact Disk Read-Only Memory), DVI (Digital Video Interactive), compact disk interactive (CD-I), interactive videodisk, trends in technology, educational methodologies, and organizational issues. Chapter 5 describes a workshop for IRS training managers and functional managers that provided the managers' views on the issues, possibilities, and problems identified during the project that produced this document. A 14-page bibliography is included in the document. An appendix lists information on the task force that guided the document's development. (CML)

ED 310 093

HE 022 798

Donnen, Mary.
Sex Discrimination in Higher Education and the Professions. An Annotated Bibliography.

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
Report No.—ISBN-0-911259-25-2

Pub Date—89

Note—38p.

Available from—The National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, City University of New York, 17 Lexington Ave., New York, NY 10010 (\$10.00)

Pub Type—Reference Materials - Bibliographies

(131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Description—Annotated Bibliographies, Civil Rights, Compensation (Remuneration), Employed Women, *Equal Education, *Equal Opportunities (Jobs), *Higher Education, Personnel Selection, Promotion (Occupational), Retirement Benefits, *Sex Discrimination, Women's Education, Work Environment

An annotated bibliography on sex discrimination in higher education and the professions is presented. Sex discrimination remains a major workplace problem and is found in virtually all levels of employment. The bibliography consists of 124 citations which appeared from 1984-1988. It includes court cases and the "popular press," and although not meaning to diminish that dimension, focuses instead on the professional literature in the field. Four sections offer resources on compensation/pension, hiring practices, promotion, and the work environment. An author index with citation numbers is provided. (SM)

EJ 361 989

CE 318 484

Successful Worker Training Programs Help Ease Impact of Technology. Deutsch, Steven. *Monthly Labor Review*, v110 n11 p14-20 Nov 1987 (Reprint: UMI)

Descriptors: *Job Training, *Labor Force Development, *Technological Advancement, *Retraining, Adult Education, Vocational Education, Inservice Education, Unions, State Programs

The article highlights some innovative and important approaches to employee training and retraining in anticipation of and in response to technological change. These include both collectively bargained arrangements and new state initiatives that are suggestive for future developments. (CH)

ED 236 367

CE 037 422

Bendick, Marc Jr., Egan, Mary Lou.
Recycling America's Workforce: Public and Private Approaches to Midcareer Retraining.

Pub Date—Apr 82
Note—65p.; Supported in part by the German Marshall Fund of the United States.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Description—*Adult Vocational Education, Career Change, Federal Programs, *Human Capital, Inservice Education, Labor Education, Labor Force Development, *Middle Aged Adults, Midlife Transitions, Models, *Public Policy, *Retraining, Skill Development, *Skill Obsolescence, Technological Advancement

This working paper, part of a project on the applicability of the French training system in the United States, argues that a systematic national commitment to midcareer worker retraining is necessary for American prosperity and international economic competitiveness. Although findings of the early human capital theorists demonstrated that an educated work force is more productive, the lower financial returns to college education and falling American rates of productivity growth have made more recent theorists question the worth of increased investment in general education. Theorists, however, have focused on education received in a traditional pattern. Much of the potential payoff to worker education is found not in formal education prior to entering the work force but rather in midcareer retraining to cope with technological changes, to prevent skill deterioration, to learn new skills for job promotion, and to facilitate forced job changes. The supply side of the market for retraining services suffers from relatively few bottlenecks; the demand side suffers from these market failures: externalities, cash flow, lack of information, and risk aversion. Current federal policy and programs reserved almost exclusively for special groups do not constitute an adequate public and private response for midcareer worker retraining. The French have developed an extensive institutional arrangement for mobilizing public and private resources for midcareer worker retraining. With certain modifications, such a system should be incorporated into the United States. (YLB)

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ED 321 080 CE 055 195

Belita, Lorene. And Others.
CHOICES. Community Model for Expanding Economic Opportunities for Young Women. Final Report.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical, and Adult Education.

Spons Agency—Cooperative Educational Service Agency 11, La Crosse, Wis.; Wisconsin State Dept. of Health and Social Services, Madison.

Pub Date—Jun 89

Note—34p. Research Project 1437-1-A-89.

Available from—Center for Vocational, Technical and Adult Education, 218 Applied Arts Bldg., University of Wisconsin-Stout, Menomonie, WI 54751.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents. *Career Choice. Career Development. Career Education. *Community Organizations. Community Resources. Disadvantaged Youth. *Females. *Models. *Nontraditional Occupations. Postsecondary Education. Program Development. Secondary Education. *Women Education. Young Adults.

Identifiers—Wisconsin

CHOICES, a community model was developed to be used by community organizations serving young women. The ultimate goal was to develop programs, using local resource persons, to help young women recognize and take advantage of the many options available to them in preparation for a fulfilling career. Other activities of the CHOICES project staff were to attend the Saturday CHOICES career conferences, plan and carry out the "Operation Smart" training sessions, serve as facilitator coordinators for a career camp, and serve on the CHOICES advisory committee. The "Operation Smart" training session and reference materials served as the basis for the development of the model for community organizations. Other sources were materials developed for the Wisconsin CHOICES projects and Cooperative Educational Services Agency (CESA) 11 resource materials. All components addressed by the community model are designed to assist community leaders in planning programs to address the needs of young women to support themselves and to learn about the many options available to them. The CHOICES model is one part of a Wisconsin state initiative to help create a better future for young women. (Extensive appendices to this report include invitation letters, registration forms, the CHOICES model, and the Project Discovery model, which emphasizes math, science, technology, and computers.) (KC)

ED 375 886 CE 045 496

Wysong, H. Eugene.

Breaking the Chains of Stereotyping. Building Student Awareness of the Effects of Sex-Role Stereotyping (Grades 7-12).

Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.

Pub Date—(86)

Note—38p. Photographs may not reproduce well.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Choice. Career Education. Decision Making. Employment. *Nontraditional Occupations. Peer Influence. Secondary Education. *Self Concept. Sex Bias. Sex Patterns. *Sex Role. *Sex Stereotypes. Student Attitudes. Work Attitudes.

The five units for grades 7 through 12 contained in this booklet are intended to assist students in developing awareness of sex-role stereotyping barriers that they might meet and that could affect them and others as they make career-related decisions. All units are designed for groups composed of males and females. Each unit has three components: comments to instructor (purpose of unit), student objectives, a listing of required resources and materials, brief descriptions of instructional activities, and a standard unit evaluation form. Unit topics include stereotyping, peer pressure and decision making, expected levels of and reasons for employment, influence of experiences and expectations on future career choices, and people in nontraditional occupations. Appendices include student resources and materials necessary to complete the units and results of field testing surveys. Six 8 x 10.5 inch black and white loose photographs of unidentified people employed in specific occupations for use in Unit 1 are also included. (YLB)

ED 320 018 CE 055 114

Project 21st Century. Preparing Young Women for the Future.

American Association of Univ. Women, Sugarloaf, PA. Pennsylvania Div.

Pub Date—89

Note—127p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Education. *Career Choice. *Career Education. Career Exploration. Education Work Relationship. Elementary Secondary Education. *Females. Income. Learning Activities. Parent Education. Postsecondary Education. Program Implementation. Sex Discrimination. *Sex Fairness. *Sex Stereotypes. Women's Education. Workshops.

Identifiers—Job Shadowing

This guide consists of four options for developing awareness of choices leading to career opportunities for women in the 21st century. The programs, workshops, and events within the project target youth at three ages and adults who effect change in the lives of these youths. Option 1 is a presentation focusing attention on the identification and elimination of sex role stereotyping. It targets both parents and early childhood teachers in raising awareness of subtle stereotyping. The program deals with the link between sex role stereotyping and career choice and provides an analysis of sex role stereotyping in literature, toys, and television. Option 2 focuses its program on elementary-level children and their teachers. It introduces these students to various occupations in context; ways and includes "Career-Works," an illustrated booklet on careers according to the preferences of the child. Option 3, for eighth- and ninth-grade students, emphasizes the need to make appropriate course selections when entering high school in order to maximize future educational and career options. Option 4 is a career shadowing project in which high school girls experience a day with a practitioner of their chosen occupation. Each option packet contains goals, outcomes, workshop agendas, resource list, handouts, suggested activities, and guidelines for carrying them out. (KC)

ED 266 268 CE 043 536

Waite, Linda J. Berryman, Sue E.

Women in Nontraditional Occupations. Choice and Turnover.

Rand Corp., Santa Monica, Calif.

Spons Agency—Ford Foundation, New York, N.Y.

Report No.—ISBN-0-8330-0638-X. Rand/R-3106-FF

Pub Date—Mar 85

Note—98p.

Available from—Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 (\$7.50).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Choice. Career Education. Employee Attitudes. *Females. Labor Force. Labor Turnover. Life Style. *Military Service. *Nontraditional Occupations. *Persistence. Secondary Education. *Work Attitudes. Young Adults. Youth.

A project was designed to identify factors that predispose young women to choose and remain in sex-atypical jobs in the military and in civilian firms. Data were from the National Longitudinal Survey of Youth Labor Market Behavior, a longitudinal study with annual interviews from 1979 through 1983 of youth between the ages of 14 and 21 in the first year. Two central hypotheses were that a woman who expects to allocate more time to the home is more likely to expect intermittent labor force participation and therefore selects a typically female occupation and that marital and child-bearing expectations will affect gender typicality of a woman's, but not of a man's, occupational choice. These hypotheses were confirmed. Higher ability women were more likely to plan labor force participation. Coming from a female-headed household increased daughters' labor force commitment and the chances they would choose traditionally male occupations. Little support was found for the hypotheses that being in a job traditional for one's sex affects turnover. Results showed general support for the hypotheses that the greater the mismatch between job characteristics and the individual's characteristics, the higher the probability of turnover and that the less attractive the job, the higher the probability of turnover. A nine-page bibliography concludes the document. (YLB)

ED 306 348 CE 052 327

Martinez Susan. Watson, Jennifer.

Educational Equity Options. A Resource Bibliography.

Wider Opportunities for Women, Inc., Washington, D.C.

Spons Agency—Lavi Strauss Foundation, Inc., San Francisco, Calif.

Pub Date—88

Note—33p.

Available from—Wider Opportunities for Women, Inc., 1325 G Street, NW, Lower Level, Washington, DC 20005.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audiovisual Aids. Books. *Career Choice. *Career Education. Educational Resources. *Equal Education. *Equal Opportunity (Jobs). Learning Resources Centers. *Nontraditional Occupations. One Parent Family. Postsecondary Education. Resource Materials. Secondary Education. Sex Discrimination. *Sex Fairness. Sex Stereotypes.

This selected list of educational resources includes 44 video items, 23 books, 9 posters, and 24 educational equity organizations and resource centers. Video materials and books are classified according to appropriate age groups and student abilities. All items are annotated. Topics of the videos and books include career choices, special needs students in careers, sex stereotypes, women in management, parent roles, finding a job, women's history, single mothers, and sex equity in education. (KC)

ED 250 534 CE 040 072

Cooper, Linda.

Career Advancement Training: A Project to Provide Career Information and Services to Women Interested in or Training for Non-Traditional Vocational/Technical Occupations. Final Report from July 1, 1983 to August 31, 1984.

Daytona Beach Community Coll., FL.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—31 Aug 84

Note—39p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Choice. *Career Counseling. Career Education. Community Colleges. Displaced Homemakers. *Job Placement. Job Training. *Nontraditional Occupations. Postsecondary Education. *School Holding Power. Sex Discrimination. Sex Fairness. *Student Recruitment. Two Year Colleges. Vocational Education. *Women's Education.

The Career Advancement Training (CAT) Project was established to provide career information and services to women interested in nontraditional occupations. General objectives were to increase community awareness regarding occupational stereotyping, women's ability to perform nontraditional jobs, and vocational programs available at Daytona Beach Community College (DBCC); to recruit women for vocational/technical training in nontraditional fields; and to provide nontraditional career information and counseling to women. Other objectives were to increase both the number of women completing nontraditional training programs and the placement rate for women completers. Methods included brochures, presentations to traditional and adult high school, displaced homemaker, and correctional facility classes, individual and group counseling articles in newsletters and newspapers, mentors in nontraditional fields, contacts with vocational instructors and employers, and resource files on financial aid, child care, community resources, and sexual discrimination and harassment. The CAT Project was effective in establishing a mentor network, increased the number of women completers in nontraditional vocational-technical fields, increased female enrollment in nontraditional programs by an average of 22.4 percent, helped many of the 87.9 percent of female 1983 "nontraditional" graduates who found jobs, increased the number of employers considering and employing women in nontraditional jobs, and provided counseling to 107 women. (Appendices include articles, photographs, and screening questionnaire.) (YLB)

ED 256 957 **CE 041 538**
Job Options for Women in the 90's. Pamphlet 18.
 Women's Bureau (DOL), Washington, D.C.
 Pub Date—80
 Note—29p. Photographs will not reproduce well.
 Available from—Superintendent of Documents,
 U.S. Government Printing Office, Washington,
 DC 20402.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adolescents, Adult Education, Career Choice, Career Counseling, Career Education, Career Planning, Decision Making, Demand Occupations, Employment Interviews, Employment Opportunities, Employment Projections, Equal Opportunities (Jobs), Females, Information Services, Job Search Methods, Referral, Resumes (Personal), Sex Fairness.

This booklet is intended to provide guidance to women who are making decisions about their lives and work and to help them take advantage of the opportunities that are now open to them. Part I gives an overview of the status of women in the work force and some of the factors that affect women's employment. Alternative work patterns are a special focus. Part II provides information about what kinds of jobs will be in demand. The major occupational groups are listed with projected growth for the next decade. Part III contains information about employment counseling or job hunting resources that can be helpful to women as they venture forth into their own futures. Information is provided and resources are listed on these topics: choosing an occupation, becoming qualified, seeking employment (resumes and applications, job hunt, job interviews), and job hunting tips for teen women (getting ready, job hunting, applying, interview). A final section describes these types of information and referral sources: commissions on the status of women, Federal, State, and local agencies; women's centers; and Women's Bureau publications (YLB).

ED 247 445 **CE 039 525**
Reikin, Barbara F., Ed.
Sex Segregation in the Workplace. Trends, Explanations, Remedies.

National Academy of Sciences - National Research Council, Washington, DC. Committee on Women's Employment and Related Social Issues.
 Spons. Agency—Carnegie Corp. of New York, N.Y.; Employment and Training Administration (DOL), Washington, D.C.; Office of Vocational and Adult Education (ED), Washington, DC.

Report No.—ISBN-0-309-03445-0
 Pub Date—84
 Contract—300-81-0282
 Note—319p. Revised versions of papers presented at a workshop sponsored by the U.S. Department of Education, the Employment and Training Administration (DOL), and the Carnegie Corporation May 1982.
 Available from—National Academy Press, 2101 Constitution Avenue, NW, Washington, DC, 20418.

Pub Type—Collected Works - General (020) - Information Analyses (070) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Career Choice, Career Education, Employed Women, Employment Practices, Equal Opportunities (Jobs), Females, Organizational Climate, Personnel Integration, Salary, Wage Differentials, Sex Discrimination, Sex Fairness, Workshops.

Identifiers—Occupational Segregation, Sex Segregation

This volume includes revised presentations and commentaries from a workshop to review evidence for various theoretical explanations for occupational segregation and to report empirical research to enlarge understanding of the topic. An introduction summarizes contents. In part I five chapters on the extent of and trends in segregation document a decline in the segregation index, report an examination of sex segregation within organizations, address change in occupational sex composition experienced with job change and movement by race among occupations with different sex compositions, comment on contradictions among these papers, and project occupational segregation for the 1990s. Eight chapters in part II attempt to describe segregation by considering economic approaches to sex segregation, proposing a general theory to explain occupational segregation and wage differentials, criticizing this theory, reviewing the human capital explanation attributing segregation to women's preferences, reviewing literature linking sex typing in socialization to occupational choice, responding to that review, examining institutional barriers to sex integration, and commenting on that examination. The three papers in part III on the effectiveness of interventions to reduce segregation review literature to examine impacts, evaluate occupational desegregation in Comprehensive Employment and Training Act programs, and comment on the previous paper. Concluding remarks integrate several recurring themes. (YLB)

ED 248 336 **CE 039 386**
Levine, Ellen Sauls. And Others.
A Longitudinal Comparison of Traditional and Nontraditional Career Choices by Sex. Research Report #3-83.

Maryland Univ., College Park. Counseling Center.
 Pub Date—83
 Note—8p. For a related document, see CE 039 382.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Persistence, Career Choice, Career Education, College Freshmen, Comparative Analysis, Educational Research, Engineering, Females, Goal Orientation, Grade Education, Program Descriptions, Radio, Recruitment, Student Needs.

Identifiers—England, Informal Education

These 11 papers consider the older learner as a consumer of education and examine how the concepts of education, education, institutions, and learners must be revised if educational involvement in later life is to be regarded as the norm. Following a prologue, "Education and the Interpretation of Life Experience" (Michel Philibert), the four papers in part I examine the needs of the older learner and assess the response that institutions and non-formal networks are making or might make. Topics include "Continuing Education and the Older Learner" (Arthur Stock), "Education and the Older Learner: Current Developments and Initiatives" (Chris Philipson), "Unemployment and Redundancy: Implications for Pre-Retirement Education" (Philipson), and "Instructional Care: The Creation of a Learning Environment" (Ian Walker). Part II is composed of reports of seven projects that illustrate the practical application of progressive thinking. The projects are "Learning in Later Life" (Joanna Bornat) at the Polytechnic of North London, "The Creative Crafts Project," an experiment in informal learning for children and older adults (Laura Gamble), "Senior Service: An Experiment in Broadcasting on Local Radio for Older Listeners" (Bornat), "Outreach Education in Day Centres" (Cynthia Wylid), "Outreach Education from an Adult Education Centre" (Allan Coleman), "Recall: An Audio-Visual Stimulus to Reminiscence" (Suzanna Johnston), and "Pre-Retirement Education: A Biographical Approach" (Bornat). (YLB)

ED 244 133 **CE 038 975**

Colabrese, Anthony. Comp. And Others.
Rainbow Share Inc. Crackseed, and Other One-Stop Sex Equity Goodies for the Classroom.

EGO Project. Equal Goals in Occupations.
 Far West Lab for Educational Research and Development, San Francisco, Calif.; Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education.

Spons. Agency—Office for Civil Rights (ED), Washington, DC.

Pub Date—Feb 84
 Grant—G008200801

Note—99p.
Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Career Choice, Career Development, Career Education, Career Exploration, Career Planning, Classroom Techniques, Elementary Secondary Education, Females, Instructional Materials, Learning Activities, Males, Nontraditional Occupations, Postsecondary Education, Sex Bias, Sex Differences, Sex Discrimination, Sex Fairness, Sex Stereotypes, State Curriculum Guides, Teaching Methods, Vocational Education.

Identifiers—Hawaii

This activity guide was designed to supplement the Equal Goals in Occupations (EGO) sourcebook that was developed in 1978 by a team of teachers in the Central School District of the Hawaii State Department of Education. It contains activities that teachers (especially in Hawaii) can use to reduce the prevailing sex role stereotypes and biases held by students. The guide is organized into five chapters. The first chapter provides background information about sex role stereotypes in order to make teachers aware of the effects of stereotypes and the reasons that they should attempt to eliminate them in their classrooms. In the second chapter, activities are provided to increase students' awareness of the basic issues in sex bias and stereotyping, while the third chapter includes additional activities designed to enable students to examine their biases and stereotypes. The fourth chapter presents additional activities that can be used to help students to deepen their knowledge of the many vocational opportunities available to them, especially those nontraditional for their sex. Finally, the last chapter contains additional background materials for teachers and students along with materials that can be used for assessment and visual aids. (KC)

ED 252 704 **CE 040 500**

Amels, M. Harry. And Others.
Parents and Peers: Their Importance in the Career Decision Making Process.

Southern Illinois Univ., Carbondale.
 Spons. Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—[83]
 Note—26p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Choice, Career Education, Career Exploration, Counseling Techniques, Counselor Role, Counselors, Decision Making, Decision Making Skills, Educational Needs, Educational Planning, Parent Education, Parent Influence, Parent Participation, Parent Role, Parent School Relationship, Parent Student Relationship, Program Development, Program Improvement, Secondary Education, Statewide Planning.

Identifiers—Illinois

This paper examines the role played by parents in their children's career decision-making process. Parents are identified as preeminent influences of adolescents' career decision making, a fact that has been largely unrecognized by career guidance personnel and school administrators, as evidenced by the lack of programs designed to enable parents to promote their children's career decision making. The report identifies four programs that may be used by school personnel to modify this situation: (1) career nights, (2) using parents as consultants in their child's career decision making, (3) parental use of a self-directed career center, originally designed for students, and (4) a handbook for career planners that could be given to parents. The report also makes recommendations for ways that career guidance personnel and administrators can involve parents in their children's career exploration. (Author/KC)

ED 246 214 **CE 039 198**

Ellsworth, As.
A Curriculum in Employment: Women and the World of Work.

Lutheran Social Mission Society, Philadelphia, PA.
 Lutheran Settlement House.

Spons. Agency—Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.

Pub Date—83
 Note—135p. Also sponsored by grants from the 12th Street Fund, Lutheran Church Women, and the Sun Company.

Available from—Lutheran Settlement House Women's Program, 10 East Oxford Street, Philadelphia, PA 19125 (\$5.00).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, Career Choice, Career Education, Classroom Techniques, Disadvantaged, Employment Opportunities, Females, Language Experience Approach, Literacy Education, Minority Groups, Nontraditional Occupations, Occupational Information, Reading Instruction, Self Actualization, Student Educational Objectives, Student Motivation, Teaching Methods, Time Management, Women Education, Work Environment.

Developed by the Lutheran Settlement House Women's Program, a community-based multi-service organization in a multi-racial, multi-cultural area of Philadelphia, this curriculum guide presents a practical approach to teaching basic reading skills. The curriculum materials, which are suitable for reproducing and handing out to students, combine basic skill development with content drawn from students' experiences and daily concerns. Topics covered in the reading lessons include finding out about one's past, women and the world of work, nontraditional work, working conditions, solutions to the problem of literacy, and balancing work, home, and self. Each lesson consists of a short story written in the first person, discussion questions, and language activities, such as phonics. The guide also contains information about the Women and the World of Work project, the theory and methodology of teaching the adult non-reader, the mechanics of reading, and how to use the language activities. (KC)

EJ 437 069 UD 516 301
Women in Law Enforcement. Jones, Regan C.
 v48 n7 p18-19,26,38 Aug-Sep 1991 (Reprint: UMI)
Descriptors: *Black Employment. *Career Choice.
 *Career Education. *Employed Women.
 *Employment Opportunities. Job Skills. *Law
 Enforcement. Minorities Groups. *Police.
 Promotion (Occupational). Racial Bias. Sex
 Bias. Sex Role. Sex Stereotypes. Blacks.
Note: Theme issue with title: "Annual Careers
 Issue: Law Enforcement."

The lack of roles for African-American female police of-
 ficers has not stopped black women from gaining momen-
 tum in law enforcement. Women still comprise less than
 10 percent of all police officers, but growing numbers of
 black women are finding meaningful work in law enforce-
 ment. (SLD)

EJ 336 578 CG 530 2:
The Job Hunt: A Modern Test of Survival.
 Kimmel, Martin. *Journal of Employment Coun-
 seling* v23 n1 p31-37 Mar 1986 (Reprint: UMI)
Descriptors: Career Development. *Job Search
 Methods. *Self-Directed Groups. Comparative
 Analysis. *Career Choice. Career Education
 Identifiers: *Job Clubs. *Job Search Education
 Job clubs and other self-directed group job search pro-
 grams have proven successful interventions. Job Sea-
 chers attempt to convert this process for use
 in secondary and postsecondary educational settings as
 combined self-assessment with self-directed job search.
 The two processes are compared. (Author)

EJ 303 482 SO 512 977
New Choices: Career Planning in a Changing World.
 Borchard, David C. *Future* v18 n4 p57-66 Aug
 1984
Descriptors: *Career Planning. *Futures (of
 Society). *Social Change. *Career Counseling.
 Career Education. Secondary Education. Higher
 Education. Career Exploration. Careers. Career
 Choice. Models.

As society enters the post-industrial age, career choosers
 and changers have more options than ever before. Yet
 traditional methods used by career counselors fail to take
 into account the rapid changes affecting the world of work.
 (RM)

ED 339 816 CE 053 621
**Plan for Tomorrow Today: A Vocational Career
 Guide.** 1989 Edition.
 Washington State Board for Vocational Education.
 Olympia. Washington State Occupational Infor-
 mation Coordinating Committee. Olympia.
Pub Date:—89
Note:—32p.
Pub Type:—Guides - Classroom - Learner (051)
EDRS Price: - MF01/PC03 Plus Postage.
Descriptors:—Career Awareness. *Career Choice.
 Career Education. Career Guidance. *Career Infor-
 mation Systems. *Career Planning. *Education
 Work Relationship. Employment Interviews. Em-
 ployment Qualifications. Job Application. *Job
 Search Methods. *Occupational Information. Occu-
 pational Surveys. Resumes (Personal). School
 Choice. Student Financial Aid. Vocational Apti-
 tude
Identifiers:—*Washington Occupational Infor-
 mation System

This document presents career planning informa-
 tion based on the Washington Occupational Infor-
 mation System in a tabloid-size newspaper format.
 Part 1 includes articles on the Washington Occu-
 pational Information System, career clusters, occupa-
 tional information tables, educational opportunities
 (including choosing a vocational school, private vo-
 cational schools and public schools), training op-
 portunities, licensing, how to afford education and
 training programs, addresses of institutions, the Job
 Training Partnership Act, military career opportu-
 nities, nontraditional employment, and special ser-
 vices available for handicapped students. Part 2
 leads readers through five steps to getting a job
 (know yourself, know the employer, develop a re-
 sume, complete the application form, and attend the
 job interview). Included are seven exercises that can
 help readers use what they know about themselves
 in order to choose a career option, a form to be
 completed so that readers can become informed
 about a particular potential employer, sources for
 finding job openings, advice about completing a job
 application, how to write cover letters, use the tele-
 phone in a job search, and find job-related informa-
 tion in the library, employee and employer rights
 and expectations, and handling rejection shock.
 (CML)

EJ 435 206 UD 516 159
**The Career Connection: These Students Don't
 Have to Be Reminded Why They're in School.**
 Rosenfeld, Neill S. *American Educator: The Pro-
 fessional Journal of the American Federation of
 Teachers* v15 n2 p24-29,42 Fall 1991 (Reprint:
 UMI)

Descriptors: Attendance. Career Choice. *Career
 Education. Career Guidance. College Bound
 Students. College Preparation. *Education Work
 Relationship. *Employment Potential. *High
 School Students. High Schools. Internship
 Programs. Mentors. Occupational Aspiration;
 Public Schools. Supplementary Education;
 *Urban Youth; *Vocational Interests

Discusses the effects on attendance, graduation rates, and
 employment prospects of high school academy programs
 sponsored by the National Academy Foundation. These
 academies give thousands of public high school students
 foundations for careers through coursework, mentors,
 and internships in school-within-a-school supplemental
 programs focused on specific careers. (SLD)

EJ 332 541 CE 516 599
**Career Education and the Pre-Employment Cur-
 riculum: Report of a Case Study.** Atkins, Mad-
 eleine J. *Vocational Aspect of Education* v37 n98
 p81-86 Dec 1985
Descriptors: *Career Education. Curriculum
 Evaluation. Case Studies. *Prevocational
 Education. *Career Choice. *Career Guidance.
 Teacher Attitudes. *Student Attitudes.
 Secondary Education. *Relevance (Education)

Reports the findings of part of a case study of 17-year-old
 students taking prevocational courses. The article focuses
 on the students' career plans at the beginning and end of
 the year and on the relationship of these plans to the
 career education and guidance components of the courses.
 (Author/CT)

EJ 301 095 CG 526 411
**Decision Making in Vocational Theory: Evolution
 and Implications.** Hazler, Richard J.; Roberts,
 Gerry. *Personnel and Guidance Journal* v62 n7
 p408-10 Mar 1984 (Reprint: UMI)
Descriptors: *Decision Making. *Career Choice;
 *Career Education. *Career Counseling
Identifiers: *Vocational Theory
 Examines the evolution of decision making from a possor
 of minor significance to one of primary importance in
 vocational theory, and considers the effects of this develop-
 ment on counseling and educational practices. (JAC)

ED 331 708 SE 051 987
O'Brien, Judith A. Tracy, Dyanne M.
**The Effects of Female Mathematicians Role Models
 on Eighth- and Ninth-Grade First-Year Algebra
 Students.**
Pub Date:—91
Note:—23p.
Pub Type:—Reports - Research (143)
EDRS Price: - MF01/PC01 Plus Postage.
Descriptors:—Algebra. *Career Choice. Career Ed-
 ucation. *Females. *Mathematics. *Mathe-
 matics Education. Program Descriptions. *Role
 Models. *Student Attitudes

Identifiers:—Occupational Stereotypes
 In the United States female and male students
 supposedly have the same educational opportuni-
 ties. Females continue to score below male students
 on the mathematics portions of standardized tests
 and less frequently choose mathematics-oriented
 careers. In this experimental study (n=95), 47
 first-year algebra students participated in a
 month-long Specialized Supplementary Curriculum
 Component (SSCC). The SSCC included exposure
 to three female speakers who used mathematics in
 their careers and four lectures with follow-up activi-
 ties about historical female mathematicians. Data
 for the control group (n=48) and the experimental
 group (n=47) were analyzed using one-tailed t-
 tests. Results indicated that students' attitudes
 toward careers in mathematics and the personal im-
 portance of mathematics were significantly im-
 proved. Students' attitudes also reflected less
 stereotyping of mathematics as a male domain. (Au-
 thor)

EJ 340 878 CG 530 760
**The Effect of Small-Group Counseling and a Car-
 eer Course on Career Decisions and Maturity.**
 Davis, Reed C.; Horne, Arthur M. *Vocational
 Guidance Quarterly* v34 n4 p255-62 Jun 1986
 (Reprint: UMI)
Descriptors: Higher Education: College Students.
 Career Guidance. *Career Choice. *Decision
 Making. *Career Education. *Vocational
 Maturity. *Group Counseling. Small Group
 Instruction

The effectiveness of two career development treatments
 were compared. No significant differences were found
 implications for career development services are present-
 ed. (Author/ABB)

EJ 316 253 CE 515 482
**A College/School Cooperative: An Innovative Ap-
 proach to Career Education.** Rubinson, Natalie.
Canadian Vocational Journal v20 n4 v21 n1 p54-58
 Feb-May 1985
Descriptors: *College School Cooperation.
 Elementary Secondary Education. Postsecondary
 Education. *Junior High School Students.
 *Community Colleges. *Career Education.
 *Parent Education. Decision Making. Career
 Choice. Workshops. *Career Exploration. Staff
 Development. Program Evaluation
Identifiers: Kingsborough Community College NY
 Describes various elements of a federally sponsored career
 education project aimed at junior high school students,
 their parents, and school personnel. The project utilizes an
 urban community college for all three learning groups.
 Each program is described at length and evaluation of each
 program is discussed in detail. (CT)

ED 340 926 CE 060 150
**Connecticut Career Currents. Charting a Course
 for Your Future.**
 Capitol Region Education Council, Windsor, CT.
 Spons Agency—Connecticut State Dept. of Educa-
 tion, Hartford. Connecticut State Occupational
 Information Coordinating Committee, Middle-
 town.
Pub Date:—[91]
Note:—33p.
Pub Type:—Guides - Classroom - Learner (051)
EDRS Price: - MF01/PC02 Plus Postage.
Descriptors:—*Career Choice. *Career Education.
 *Interest Inventories. Junior High Schools.
 *Learning Activities. Middle Schools. Occu-
 pational Information. Test Items. *Values Clarifica-
 tion. Vocational Interests
Identifiers:—National Career Development Guide-
 lines

This newspaper is designed to help students think
 about careers and formulate plans and goals. It is
 made up of short exercises and games that focus
 students' attention on their values and interests and
 suggest how those interests can relate to careers.
 Activities include checklists, score sheets, matching
 games, fill-in-the-blanks sentences, word puzzles,
 and word finds. Answers are provided. (KC)

BEST COPY AVAILABLE

ED 334 806

CE 058 721

Ohio Luther B.
How To Help Your Child Choose a Career. New
and Revised Edition. Today's Youth and Tomorrow's
Careers Edition.

Florida State Dept. of Education, Tallahassee Bureau
of Career Development.
Report No.—CD5115BK-90

Pub Date—89

Note—170p.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptions—Apprenticeships, *Career Choice, Career Education, *Career Exploration, College Choice, Educational Resources, *Education Work Relationship, Learning Activities, *Occupational Information, Parent Aspiration, Parent Child Relationship, *Parent Influence, Parent Participation, *Parent Role, Postsecondary Education, Secondary Education, Student Financial Aid, Values Clarification.

This edition of a handbook aimed at helping parents help their children make a career choice has been rewritten and updated. New material begins with the introduction, which provides a rationale for involving parents in their sons' and daughters' career decisions. Other new material includes sections on women and work, minorities and work, professional athletes, occupational training in the military, population and labor force trends, employment projections, college costs and financial aid, and new suggestions on how parents can help a child choose a career. The Career Explorations Workbook is integrated more closely into the book than in the previous edition. The book is organized into four parts that are: (1) the changing society, including values, attitudes, population and labor force change and women and minority groups in the workplace; (2) the work world, including employment projections and where to find occupational information; (3) career preparation—additional schooling options such as college and vocational schools, and (4) career preparation—earning while learning, through such modes as apprenticeships, military training, on-the-job training, and federal civil service. The Career Explorations Workbook provides exercises for parents and students at the end of each of these sections. A final page of chapter notes suggests resources for further information. (KC)

ED 328 757

CE 056 957

Future Builders. A High School Career Education
and Life Skills Curriculum.
Maine State Dept. of Educational and Cultural Services, Augusta; Maine Univ., Orono.

Pub Date—90

Note—146p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptions—Adult Development, Career Choice, *Career Education, *Career Exploration, *Career Planning, Communication Skills, Curriculum Guides, *Daily Living Skills, Decision Making, Goal Orientation, High Schools, Job Search Methods, *Parent Participation, Self Evaluation (Individuals).

Identifiers—Job Shadowing

This document is a guide for incorporating sequenced career education and life planning into the high school curriculum. It is divided into five sections. "Orientation" (ninth grade) includes three sessions designed to continue the exploration process that many students began in eighth grade, leading the students through an assessment of themselves and their career fantasies as they learn about present and future trends. The 10th-grade "Building Your Future" seminar has 10 sessions, which include self-assessment, communication skills, career and postsecondary instruction research reports, adult development, life planning and decision making. "A Passport to My Future" (11th grade), the experiential component, provides a structure that encourages students to visit at least one employer and one postsecondary institution and participate in job shadowing. Students in the program must identify a sponsor who works with them and provides transportation. The 12th-grade "Transitions Seminar" teaches life skills and includes sessions on budgeting, citizenship, wellness, resumes, interviewing skills, and community resources. Each session consists of some or all of these components: objective, description, materials required, instructions, homework assignment, references, and handouts. A parent's guide provides the following materials for each student session: overview, goals, homework assignments, and references. (YLB)

ED 335 473

CE 058 585

Riley, Linda L.
Equity Leadership Project. Final Report. FY
1990-91.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
Spons Agency—Wisconsin State Dept. of Public Instruction, Madison.

Pub Date—Jun 91

Contract—FAA-00180

Note—135p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptions—*Career Choice, Career Education, Career Planning, Educational Improvement, Educational Planning, Females, Inservice Teacher Education, Leadership Training, *Professional Development, Program Development, *Program Improvement, Secondary Education, *Sex Fairness, *State Programs, Statewide Planning, Technical Assistance, Workshops.

Identifiers—*Wisconsin

The Equity Leadership Project provided technical assistance, coordination, training, and resources to equity projects developed in the process of implementing the Wisconsin Model for Sex Equity in Career and Vocational Education. The project served 108 school districts. The project's focus was on training regional equity leaders responsible for assisting local district staff in implementing the model. Training included providing training with resources, skills, and knowledge for building commitment and direction, assessing equity in the local school district, and developing and implementing long-range equity plans. A needs assessment was developed and conducted to identify specific needs. As a result, assistance was provided on the assessment process, surveying procedures, processing and analysis of data, and other equity related issues. Further assistance was given on developing agendas and content for presentations on equity issues to local school districts and community and professional groups. Recommendations were made for continuing training in gender equity issues. (Appendixes, which make up 90 percent of the document, include a composite report of student career surveys, a list of project participants, meeting agendas and evaluations, and two project newsletters.) (KC)

ED 326 673

CE 056 449

Bowman, Linda.
Examining Possible Jobs with the Dictionary of
Occupational Titles (D.O.T.).

Pub Date—90

Note—51p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptions—*Career Choice, Career Education, *Career Exploration, *Career Information Systems, Employment Qualifications, *Government Publications, Higher Education, High Schools, Information Sources, Learning Activities, Occupational Aspiration, Occupational Clusters, *Occupational Information, Occupations, *Reference Materials, Workbooks.

Identifiers—*Dictionary of Occupational Titles

The Dictionary of Occupational Titles (DOT) contains information on more than 35,000 occupations in the United States. Volume I of the publication contains the names and definitions of more than 35,000 jobs, including information on what gets done, how it gets done, and why it gets done. The definitions also provide information on aptitudes, interests, and temperaments required for the job, and information on the extent to which the worker is involved with information, instructions, people, animals, and inanimate objects. Volume II contains two sections and four appendixes. It groups occupations into categories and explains the numerical codes used. This workbook provides a map to the third edition of the DOT, designed to help students use the reference. Emphasis is on using the publication to obtain information about various jobs without the burden of learning how the DOT is structured. The workbook is divided into two sections. In each section students are asked to look up information and write down a response. The workbook is arranged in such a way that students may work independently and at their own pace. It is appropriate for use at both the high school and early college levels. (KC)

ED 330 861

CE 057 646

Perkins, Thomas J., Comp.
Rural Enterprise Development, Pathfinder. A
Guidebook: Making Mid-Career Decisions for
the Career Planning Course.

Blackhawk Technical Inst., Janesville, Wis.
Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—[88]

Note—98p.; Document contains colored paper.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptions—Adult Education, Adults, *Agricultural Laborers, Aptitude Tests, *Career Change, Career Choice, Career Development, Career Education, *Career Planning, Course Content, Decision Making, Dislocated Workers, *Farmers, Interest Inventories, Job Applicants, *Job Search Methods, Learning Activities, *Midlife Transitions, Postsecondary Education, Rural Family, Self Evaluation (Individuals), Values.

This guidebook provides materials for a Rural Enterprise Development course for farmers, agricultural workers, spouses, and farm families in Rock and Green Counties, Wisconsin. Course goals are to help the user discover career and life options and develop job seeking skills. The guidebook is intended for use as a notebook or journal to record information learned about oneself during the course. An introduction contains a course outline; course objectives and agenda; information on mid-career changes, career development, planning attitude, stress, and loss of a farm, and career decision-making steps. Part I focuses on assessing one's interests, experiences, abilities, and values. Part 2 discusses using that information in planning and decision making. Part 3 assists the user in job search and job seeking skills. It covers job applications, resume preparation, cover letter construction, preparing for and taking an interview, post-interview thank-you letters, and job leads. Informative materials, samples and examples, and exercises are provided in each part. Appendixes include a list of resource organizations; list of 11 course references; "pocket resume" format; course evaluation form; and precareer planning course employment referral form. (YLB)

ED 322 694

EC 231 886

Careers: Job Searching and Success.
Library of Congress, Washington, D.C. Div. for the
Blind and Physically Handicapped.

Report No.—ISBN 0-8444-0634-6

Pub Date—89

Note—59p.

Available from—Careers, CMILS, P.O. Box 9150,

Melbourne, FL 32902-9150 (free).

Pub Type—Reference Materials - Bibliographies

(131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptions—Adults, Audiocassettes, Audiocassettes, *Blindness, *Braille, Business, *Career Choice, Career Education, Employed Women, *Job Search Methods, Legislation, *Physical Disabilities, *Talking Books, Young Adults.

The bibliography on careers lists films, cassettes, and braille books in the network library collections provided by the National Library Service for the Blind and Physically Handicapped, Library of Congress. The bibliography is divided into six subject sections. The first section, "Choosing a Career: Some Options," lists resources in arts and music, computers, health and human services, sales, small business, writing and communications, and other occupations. Other sections include "Job Searching Skills and Techniques," "Young People in the Workforce," "Women in the Workforce," "Success in the Business World," and "Laws and Legislation." Within each section, books are arranged alphabetically by title and described briefly. (JDD)

ED 300 637

CE 051 307

Emsler, Marc P.

Designing and Implementing Career Education for the Emotionally Handicapped Middle School Child.

Pub Date—88

Note—82p.; Ed. D. practicum report, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Behavior Disorders. *Career Awareness. *Career Choice. Career Education. *Career Exploration. Career Guidance. *Education Work Relationship. *Emotional Disturbances. Intermediate Grades. Junior High Schools. Occupational Aspiration. Outcomes of Education. Program Effectiveness.

A practicum addressed the problem of a lack of career education in a psychoeducational school, a lack that resulted in reduced student motivation, performance, and planning for the future. Following a literature review, suggestions were made for adjustments of instructional materials for emotionally handicapped students. A career education program was begun for the 12 middle school students to demonstrate that education is directly correlated with their future plans in the work world. The program included field trips, speakers, and materials related to career awareness. The materials included films, filmstrips, books, articles, workbooks, cassettes, and pamphlets. The results of the practicum were positive. This conclusion was based not only on results of objective instruments but also on the subjective opinions of those involved. The students became aware that learning is not only important but is crucial to meeting career goals. At the same time, they found that learning can be an enjoyable experience. (The report describes the career plan used and suggests ways it can be implemented by other programs. A checklist and questionnaires used in the project and a four page listing of printed and audiovisual materials are appended.) (KC)

ED 296 157

CE 050 455

Berrymen, Sue E.

Routes into the Mainstream: Career Choices of Women and Minorities. Occasional Paper No. 134.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—88

Note—15p.

Available from—National Center Publications, Ohio State University, 1960 Kent, Road, Columbus, OH 43210-1090 (Order No. OC124 \$2.75).

Pub Type—Informational Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Choice. *Career Education. *Equal Opportunities (Jobs). *Females. *Minority Groups. Nontraditional Occupations. *Occupational Aspiration. Racial Discrimination. Sex Discrimination.

Joint implications from five recent studies on occupational choice indicate that a more in-depth concentration on the occupational consistency or discontinuity of women and minorities will provide direction for future academic discipline and policy for this population. The discipline and policy process is potentially one of the most important areas in research because it begins to raise questions about concepts of occupation. The studies show the extent to which identities seem to organize occupational choice for all individuals. A set of occupations consistent with how these identities are put together seems to be emerging. There seems to be a sense of occupational persistence with upward mobility within the context of tribe, class, or gender. Arguably, two factors—tribal cultural concept and social class—seem to contribute to the relationship between ethnicity and mathematical performance at each educational stage. Both affect family behavior patterns, which in turn powerfully affect children's school performance. Literature indicates that girls' occupational expectations depend on how they expect to allocate their time during adulthood between the labor force and work in the home. Career choices seem to reflect how and when to resolve the conflict between achievement in the labor force and family responsibilities. (YLB)

ED 296 168

CE 050 521

Boerner, Lee Ann.

Job Seeking Skills Course. Instructor's Manual. Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

Report No.—ISBN-0-916671-86-0

Pub Date—88

Note—92p.; For the accompanying workbook, see CE 050 522.

Available from—Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Behavioral Objectives. Career Choice. *Career Education. *Career Planning. Employer Employee Relationship. *Employment Potential. Goal Orientation. *Job Search Methods. *Job Skills. Learning Activities. Postsecondary Education. Teaching Guides. Teaching Methods. Vocational Education.

This instructor's manual complements the Job Seeker's Workbook, which is a practical, step-by-step course on job seeking and related skills. The manual contains a suggested lesson plan for a 30-hour course. The lesson plan is structured around goals and measurable outcomes for each section of the six-unit course. The goals and outcomes are correlated with methods and materials used and staff and equipment involved. Units are: Getting to Know One Another, Knowing Myself and Choosing Job Goals, Doing the Paperwork, Getting Ready to Find a Job, Getting a Job and Keeping It, and Where Do I Go From Here-What Next? Appendices provide master copies for class handouts, visual aids, and a participant's evaluation report that can be reproduced for use in documenting participant achievement. An instructor's resource list provides suggestions for further readings related to the area of job seeking/keeping skills. (YLB)

ED 294 065

CE 050 164

Improved Career Decision Making through the Use of Labor Market Information (ICDM) Trainer's Guide, 4th Edition.

North Texas State Univ., Denton; Washington State Occupational Information Coordinating Committee, Olympia.

Spons Agency—National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.

Pub Date—84

Note—206p.; Document is printed on yellow paper.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Business. *Career Choice. Career Education. Competency Based Education. *Counselor Training. *Decision Making. Employment Projections. Employment Statistics. Federal Government. Industry. Information Sources. *Information Utilization. *Labor Market. *Occupational Information. State Government. Unions.

This guide is intended for use in training counselors who are involved with their clients' career decision-making processes. A primary objective of the curriculum is to familiarize participants with labor market information (LMI) resources and help them develop ways to use these resources with their clients. The following topics are covered in the individual units: career decision making and the role of LMI (shared job functions, economic and demographic factors, role of LMI in career decision making), exploration of labor market concepts (definitions of basic employment and career terms, industrial and occupational classification systems, three LMI decision areas), sources of LMI (LMI-producing agencies), national LMI for counseling, state and local LMI for counseling (occupational employment data, occupation and industry employment projections, industrial employment data), some limits of LMI (data use cautions); the role of organized labor, labor market perspectives for business and labor (questions for discussion with business and labor), exploration of the military for career decision making, and an action plan for counselors. (MN)

ED 296 169

CE 050 522

Boerner, Lee Ann.

Job Seeker's Workbook.

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

Report No.—ISBN-0-916671-83-6

Pub Date—88

Note—179p.; For the accompanying instructor's manual, see CE 050 521.

Available from—Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Career Choice. *Career Education. *Career Planning. Employer Employee Relationship. *Employment Potential. Goal Orientation. *Job Search Methods. *Job Skills. Learning Activities. Postsecondary Education. Vocational Education. Workbooks.

This workbook contains materials for a practical, step-by-step course on job seeking and related skills. The materials are intended for a 30-hour course. The six units are: Getting to Know One Another, Knowing Myself and Choosing Job Goals, Doing the Paperwork, Getting Ready to Find a Job, Getting a Job and Keeping It, and Where Do I Go From Here-What Next? Types of materials provided for each unit are: exercises, sample materials, examples, and informative material. The exercises include checklists, short-answer questionnaires, and sample forms to fill out. A reference list is appended. (YLB)

ED 293 237

EC 202 076

Schwartz, Phyllis

Rural Transition Strategies That Work.

American Council on Rural Special Education.

Pub Date—Feb 87

Note—24p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Cooperation. Career Choice. Career Education. Career Exploration. Career Guidance. Career Planning. *Disabilities. *Education Work Relationship. Family Involvement. Job Placement. Job Skills. *Job Training. Models. Parent Participation. Prevocational Education. Program Context. *Program Effectiveness. *Rural Education. School Community Relationship. Secondary Education. Vocational Education. Vocational Rehabilitation. Work Experience Programs.

Successful rural transition strategies which assist disabled rural secondary students in the transition from school to employment and community integration are described. Effective programs and specific strategies touch on such topic areas as job/career exploration, on-site job exploration, career planning, prevocational training, transition training and academic skills, mainstreamed vocational courses, individual vocational training contacts, and parent and family involvement. Additional strategies address identification of training sites, diversified job training, rotation job training, making the most of limited work sites, community involvement in training, contract vocational education (CVE), transportation options, mobile assessment units, interagency collaboration, employer training, community education, social integration, using local employment, school/business partnerships, and creating employment (products and services). The name and address of a contact person is provided for each strategy described. (JH)

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ED 294 059 CE 050 149

Whitfield, Edwin A. Ed. AND OTHERS
Improving Career Development through Counselor
Education Programs. Proceedings of the 1985
Counselor Education Career Development
Workshop Series.

Ohio State Dept. of Education, Columbus Div. of
Vocational and Career Education.
Agency—Department of Education, Wash-
ington, DC.
Pub Date—86

Note—167p
Pub Type—Collected Works - Proceedings (021) —
Reports - Research (143) — Reports - Descriptive
(141)

EDRS Price - MF01/PC01 Plus Postage.
Description—Agency Role *Career Choice, Career
Counseling, *Career Development, Career
Education, Career Exploration, *Career Guidance,
Counselor Educators *Counselor Training,
Decision Making, Disabilities, Elementary Secondary
Education, Guidance Programs, Lifelong
Learning, Postsecondary Education, Program Improvement,
Public Agencies, State Agencies, Vocational
Education, Vocational Evaluation,
Vocational Rehabilitation

Five workshop presentations on career develop-
ment-trends and implications are: "Work and Society:
Implications for Counselor Education" (Herr);
"Major Trends in Career Development Theory and
Practice: Implications for Counselor Education"
(Gysbers), "Career Development: The Home and
Family" (Ottol), "Career Development in Business
and Industry" (Knowlton), and "Support for Counselor
Training and Retraining through the Carl D.
Perkins Vocational Education Act of 1984" (Bot-
tom). Five papers on career choice-the individual
and society include "Undecided Students: A Popu-
lation with Special Career Decision-Making Needs"
(Gordon), "Career Time Perspective in Special Popu-
lations" (Savickas), "Comprehensive Career
Counseling" (DiRusso, Gull-Wigal), "Motivational
Usability Problems in Rehabilitation" (Silverman),
and "Resolving Work-School Conflicts: A Model
for Conceptualization and Intervention" (Cook).

Six presentations on enhancing career choice-pro-
grams, methods, and materials are: "Using Labor
Market Information in Career Exploration and De-
cision Making" (Blaerman), "Taxonomy of Career
Counseling Situations" (Cochran, Reuschman),
"How To Improve a School Guidance Program"
(Gysbers), "Determining Career Positions and Career
Readiness: A Counseling Curriculum Strategy"
(Sanioro), "Vocational Assessment for Special
Needs Students" (Shepard), and "Placement and
recruitment" (Hauk, Myers). Five papers on career
development-legislative and funding perspectives
are: "Implications of Counselors' S.W.
Licensure Law for Counselor Education" (Nemes),
"Helping Counselors Access the Legislative Process"
(Hickey), "Getting Involved in the Legislative
Process" (Bottoms), "In Search of External Re-
sources Toward Guidance Program Improvement"
(Drier), and "Political Actions for Counselor Educators"
(Miller). The final 11 papers are on career
development-state and community agency roles
and perspectives: "Career Development Service
within Rehabilitation" (Richardson), "Adult Ser-
vices for the Mentally Retarded and Developmentally
Disabled" (Tisdale), "OBES JTPA Division"
(Clayborn), "Ohio's Career Development Program"
(Shylo), "Counseling Programs within the Ohio Bu-
reau of Employment Services" (Gehli), "Guidance
and Testing, Ohio Department of Education"
(Whitfield), "Counseling for Alcohol and Drug Ad-
diction" (Brown), "Vocational Rehabilitation
Counseling" (Havens), "Counseling within
Youth Services Schools" (Wright), "The Employ-
ment and Education Commission of Franklin
County Goals and Objectives" (Dawson), and
"Comments to the Workshop Participants" (Sei-
fert) (YLB).

ED 290 069 CE 049 520

Turker, A. Yurel
Vocational Expectancies of Low Income Groups:
General Trends and Some Considerations for
Improvement.

Pub Date—Dec 86

Note—34p; Paper presented at the International
Vocational Education and Training Association
Conference (Dallas, TX, December 5-9, 1986).

Pub Type—Information Analyses (070) —
Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Description—Career Awareness, Career Choice,
Career Education, Career Exploration, *Career
Guidance, *Economically Disadvantaged, *Educa-
tional Needs, Education Work Relationship,
*Low Income Groups, *Occupational Aspirations,
Program Improvement, Secondary Education,
*Student Characteristics

This paper furnishes some general information on
various characteristics of low income groups, pre-
sents a lengthy discussion of their vocational ex-
pectations and characteristics, and points out a number
of ways to assist economically disadvantaged groups
to improve their educational and vocational aspira-
tions and their employment outlook. The paper re-
views low income, social and cultural
disadvantage, and economic depression as fac-
tors often considered as descriptive of poverty.
Some characteristics of low income groups include
lower IQs in children, more restricted language
usage and language patterns different from the middle
class, attitudinal characteristics such as separation
from the institutions and values of society and un-
stable families, and lower academic aspirations. Be-
cause they have not been exposed to alternatives,
the vocational aspirations of low income children
are limited to lower-paying positions. They regard
school as a means of earning money in the near
future, not in the long term. Low-income groups can
be helped to expand their occupational horizons by
career development services that provide career ex-
ploration and education, more effective transition
from school to work, and placement and followup
services. (KC)

ED 281 009 CE 041 355

Rickman, Louie
Exploring Careers in Business. Instructor's G. &
Missouri Univ., Columbia. Instructional Materials
Lab.

Spons Agency—Missouri State Dept. of Eleme-
ntary and Secondary Education, Jefferson City.
Div. of Career and Adult Education.

Pub Date—Mar 87
Note—223p.

Available from—Instructional Materials Labo-
ratory, 10 Industrial Education Bldg., University of
Missouri, Columbia, MO 65211 (Catalog No.
BOE-1-D).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Description—Behavioral Objectives, Business Edu-
cation, Career Choice, *Career Education, Career
Exploration, Competency Based Education, De-
mand Occupations, *Employment Opportunities,
*Employment Potential, *Job Skills, Learning
Activities, Lesson Plans, Occupational Informa-
tion, *Office Occupations Education, Secondary
Education, State Curriculum Guides, Teaching
Methods, Test Items, Transparencies, Units of
Study, *Vocational Education

Identifiers—Missouri

This curriculum guide was developed to update
information that is crucial to business and office
students as they examine career possibilities and go
about the job-seeking process. New information in
the areas of job descriptions, career terminology,
standards related to career opportunities, placement,
and careers with high rates of projected growth in
the next decade are included in this revised guide.
Reference resource listings, including many com-
puter-assisted materials, have also been updated and
expanded. Four units cover the following topics: the
importance of choosing a career, personal qualities
for the world of work, sources of information and
occupational requirements, and developing a career
plan. Each instructional unit includes these basic
components: performance objectives, suggested ac-
tivities for teachers and students, information sheet,
assignment sheets, key to assignment sheets, trans-
parency masters, test, and test key. Units are
planned for more than one lesson or class period of
instruction during a one-semester course. Lessons
can be utilized as an introductory part of a voca-
tional course, several of the units could also be used
in postsecondary and adult training programs. Ap-
pendices to the guide list references and supplemen-
tary resource materials. (KC)

ED 287 078 CE 048 627

Extended Campus. A Partnership That Works.
Illinois State Board of Education, Springfield, Dept.
of Adult, Vocational and Technical Education.

Pub Date—Jun 87

Note—168p

Pub Type—Guides - Non-Classroom (035)

EDRS Price - MF01/PC07 Plus Postage.

Description—Career Choice, Career Development,
Career Education, *Career Exploration, Coopera-
tive Programs, Course Content, Educational Plan-
ning, Education Work Relationship,
*Employment Potential, Guidelines, High
Schools, *Job Skills, Models, Occupational Infor-
mation, Program Development, Program Evalua-
tion, Program Implementation, *School Business
Relationship, Skill Development, Staff Develop-
ment, *Work Experience Programs

Identifiers—Extended Campus

Extended Campus is a partnership between edu-
cation and the private sector that allows high school
students an opportunity to acquire core employ-
ment skills applicable to a cluster of occupations.
The program is also intended to stimulate and sus-
tain a symbiotic partnership between education and
the private sector. During their participation in Ex-
tended Campus, students master a blend of aca-
demic and employment-related skills by rotating
through multiple learning stations within a private
sector facility. Students are not paid, nor do they
produce within the company. This implementation
guide describes a variety of processes that occur in
the development and implementation of an Ex-
tended Campus program. It is organized in five sec-
tions. The introductory section describes Extended
Campus, outlines the benefits of the program for
students, schools, and the private sector, and pro-
vides examples of Extended Campus courses. In
Section II, the participants in Extended Campus are
described. They include the teacher, the planning
team, and the implementing team. Developing a
partnership is the topic of Section III. Worksheets
for all participants are included in this section. The
process of implementation of Extended Campus is
outlined in Section IV. This section contains infor-
mation on selecting the career cluster which is the
focus of the program, the three phases of Extended
Campus, student recruitment, course outline, staff
development, field testing and student evaluation.
In the final section, methods for evaluating the Ex-
tended Campus program are discussed. Appendices
contain numerous sample forms, a sample course
syllabus, and a sample learning packet for use in the
Extended Campus program. (KC)

ED 286 862 SP 029 429

Leonard, Patricia Y. And Others
Educators 2000: A Joint Effort To Recruit Minor-
ity Into Teacher Education.

Pub Date—87

Note—34p; Some tables contain small print.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Description—Career Choice, Career Education,
*Educational Cooperation, Higher Education,
*Minority Group Teachers, *School Districts,
*Schools of Education, Secondary Education,
*Teacher Recruitment

Identifiers—Educators 2000 Project, Louisiana

A review of national trends shows that American
schools will face serious teacher shortages beginning
in the late 1980s and extending through the turn of
the century. The Educators 2000 Project is a coop-
erative effort among several Louisiana Universities,
the Urban League, and the Orleans Parish Public
Schools (Louisiana) that focuses on the recruitment
of students into education careers. Minority teacher
recruitment is a particular concern of the project,
which has targeted inner-city, minority youngsters
with an interest in teaching or other education ca-
reers. Educators 2000 seeks to attract potential
teachers by making teaching an attractive and viable
career option. It also provides early and continuous
reinforcement to students interested in an education
career through the establishment of Educators 2000
clubs at schools, with sponsorship by a local college
or university. College students are eligible to partici-
pate in Educators 2000 projects that encourage in-
volvement, learning, and commitment to education
professions. (CB)

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ED 377 018

CS 210 214

Mack, David J.

A Newspaper Career? A Publisher's Personal Answer.

Pub Date—86

Note—10p.; A publication of the Press & Sun-Bulletin, Binghamton, NY.

Pub Type—Opinion Papers (120) — Guides — Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Description—"Career Choice, Career Education, Career Planning, Career, Elementary Secondary Education, *Employment Opportunities, Journalism, *Newspapers, *News Reporting, *Occupational Information

In response to an eighth grade girl's questions about selecting a newspaper career, this pamphlet provides information on a number of aspects of the newspaper industry from a publisher's personal point of view. Educational requirements are discussed, emphasizing the necessity of a 4-year college degree in journalism or a related field and a solid grasp of the English language, and other helpful skills are described, such as knowing how to type and use microcomputers. Following a brief description of the chief executive officer's role at the newspaper, newspaper jobs in the following areas are outlined: reporting, editing, assessing, advertising, circulation, employee relations, marketing, promotion, and production. A separate section details the functions and characteristics of the reporter. Finally, the monetary opportunities available in the newspaper industry are described, emphasizing that news reporting is not particularly rewarding in the financial sense but can provide many intangible rewards. (JD)

ED 259 145

CE 041 820

Academic Vocational Project. Final Progress Report. Jefferson County Board of Education, Louisville, Ky.

Spons Agency—Kentucky State Dept. of Education, Frankfort.

Pub Date—83

Note—21p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Description—"Academic Education, Career Choice, Career Development, *Career Education, Competency Based Education, *Dropout Prevention, Dropout Programs, Educational Resources, High Schools, *Integrated Curriculum, Learning Resources Centers, Pilot Projects, *Program Effectiveness, Program Implementation, *Vocational Education

Identifiers—Jefferson County Public Schools KY.

The Shawnee High School, Detrick Vocational Center and Fairdale High School, Fairdale Vocational Center Academic Vocational Projects are pilot programs designed to integrate academic and vocational studies in two Kentucky schools. In this project, students take their basic subjects at their high school and explore the vocational programs at the vocational centers two periods each day. Since the Fall semester of 1983, ninth- through twelfth-grade students have been involved in the program. The project has brought together academic and vocational education, made academic instruction more practical and usable for students who choose vocational education, correlated academic instruction with applied vocational skills, and provided an opportunity for students to begin vocational training in the ninth grade. The competency-based curriculum is correlated with the existing skills continuum in regular academic courses incorporating the vocabulary and jargon of vocational education. The learning center provides remediation and enrichment. The students who have elected to participate in this program have demonstrated a lower dropout rate than the general school population, test scores equal to or better than the identified control group, and a higher than average rate of students selecting a job preparation level vocational education curriculum in the eleventh and twelfth grades. It is recommended that schools considering the implementation of this program should start by offering it at the tenth-grade level first, then at the ninth grade level as the program gains acceptance. (An extensive list of films, videotapes, records, movies, and books for career and vocational education is included in the report.) (KC)

ED 376 867

CE 045 979

Price, William T., Jr.

A Career Development Conference for Disadvantaged Young Adults.

Pub Date—6 Dec 86

Note—13p.; Paper presented at the Annual Convention of the American Vocational Association (Dallas, TX, December 6, 1986). Broken print may affect legibility.

Pub Type—Guides - Classroom - Teacher (053) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Description—"Adult Education, Career Choice, *Career Development, Career Education, Career Planning, *Conferences, Decision Making, *Economically Disadvantaged, *Education Work Relationship, Employment Patterns, *Job Search Methods, Self Esteem, *Young Adults

A career development conference was targeted to disadvantaged young adults who needed assistance in their transition from school to work. Conference participants were 27 economically disadvantaged clients of an agency in southwestern Virginia partially funded by resources from the Job Training Partnership Act. The conference was designed to meet four primary objectives: develop career decision-making and planning skills, develop job seeking skills, develop job retention skills, and enhance each participant's self-esteem and confidence. The curriculum included self-assessments, career decision making, acquisition of knowledge about careers, job seeking skills, and job retention skills. Benefits were felt to be associated with using a conference setting at a major university, including greater concentration at a site removed from participants' homes, provision of new experiences designed to build social skills and self-esteem, presentation of material in a concentrated amount of time, and creation of a learning climate different from the traditional classroom setting. An informal follow-up survey indicated that a majority of participants obtained employment. All who obtained employment indicated that knowledge and skills gained from the conference helped get them a job. (YLB)

ED 261 182

CE 042 333

Prediger, Dale J., Sawyer, Richard L.

Ten Years of Student Career Development: A Nationwide Study.

Pub Date—85

Note—13p.; Paper presented at the American Association for Counseling and Development Convention (New York, NY, April 3-5, 1985)

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Description—"Career Choice, Career Education, *Career Guidance, *Career Planning, Comparative Analysis, *Educational Attitudes, Grade 8, Grade 11, High School Students, Longitudinal Studies, *National Surveys, *Outcomes of Education, Secondary Education, Student Attitudes, Trend Analysis

Identifiers—"Student Career Development

Two national surveys (one administered to 18,129 students in 1973 and the other administered to 15,432 students in 1983) collected data concerning such indicators of the career development of junior and senior high school students as reactions to career guidance services and career planning involvement. Whereas 78 percent of the 11th graders would have liked help with career planning in 1973, only 71 percent desired such help in 1983. Sixty-six percent of the 11th graders responding in 1983 reported receiving "some" or "a lot of" help with career planning as opposed to only 50 percent 10 years earlier. Although significantly more of the 1983 respondents realized that persons do not tend to remain in one job for their entire working lives, more than half of the 8th and 11th graders polled in 1983 were under the misconception that the earlier individuals choose a career the better. The percentage of students aspiring to careers in the personal, social, and health occupations decreased from 31 percent in 1973 to 13 percent for 8th graders and from 27 percent to 14 percent for 11th graders. Although students are apparently receiving more help with career planning, fewer students were "fairly sure" of their first career choice in 1983 than in 1973. (Seven tables are appended to this report.) (MN)

ED 274 830

CE 045 244

Bryson, Sandra, Porowski, Chris

Evaluation of a Freshman Career Development Program.

Pub Date—86

Note—14p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Description—"Career Choice, *Career Development, Career Education, *Career Planning, *College Freshmen, Course Evaluation, Decision Making, Goal Orientation, Higher Education, Individual Needs, Library Skills, Needs Assessment, *Program Effectiveness, Program Evaluation, Self Concept, Study Skills, Vocational Interest

A study evaluated the effectiveness of a career development program entitled Career and Life Planning, which is a two-semester required course for freshmen at the University of West Florida. The career planning format included study and library skills and self-knowledge. Other course focuses were exploration of personal needs, vocational interests, career goals, and realistic assessment of career choice. Upon completion of the first semester, 200 participants evaluated the course on 12 dimensions of program effectiveness. The freshmen assessed the course as quite helpful in overcoming problem areas such as study skills and student identity. Moreover, participants felt that the course clarified vocational objectives and prepared them for responsible career decision making. Although some sex differences were noted on course evaluation, these differences were found not to be significant. (Author/YLB)

ED 257 990

CE 041 655

Mohr, James, Phillips, Linda

Infuse Curriculum-Based Guidance, Module CG-C-4 of Category C-Implementing Competency-Based Career Guidance Modules.

American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia; Ohio State Univ., Columbus; National Center for Research in Vocational Education

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Report No.—ISBN-0-934425-16-7

Pub Date—85

Note—38p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.

Available from—Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Description—"Behavioral Objectives, Career Choice, Career Development, Career Education, *Career Guidance, *Competency Based Education, Counselor Evaluation, *Counselor Training, *Fixed Curriculum, *Guidance Personnel, Guidance Programs, Individualized Instruction, Integrated Curriculum, Job Skills, Learning Activities, Learning Modules, Postsecondary Education, *Teaching Methods

This module, one in a series of competency-based guidance program training packages, focuses on specific professional and paraprofessional competencies of guidance personnel. Modules in Category C suggest how to conduct, accomplish, or carry out selected career guidance program activities. The purpose of this module is to help career guidance personnel gain additional skills needed to ensure that career guidance concepts are integrated in the curriculum by others and/or personally incorporating career guidance curriculum in their own instruction. It begins with a section that presents the module goal and a listing of the five competency statements. An introduction gives an overview of the purpose and content of the module. The next section presents a reading (cognitive information) on each one of the competencies. Learning experiences related to the needed competencies follow. One learning experience exists for each competency (or cluster of competencies), and each may stand on its own. Each learning experience consists of an individual activity, individual feedback, and group activity. An evaluation section contains a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. A final section lists all references and provides annotations of related major resources. (YLB)

ED 254 631 CE 040 798

Ruberg, Hilda R. Powell, Philip E.
You and Your Job.
Arkansas State Employment Security Div., Little Rock.

Report No.—ESD-Ark-387
Pub Date—Jan 81

Note—23p. Material previously published by the Arkansas Department of Education. For a related document, see CE 040 799.

Pub Type—Guides—Classroom—Learner (051)
EDRS Price—MF01/PC01 Plus Postage.

Descriptions—Career Choice, Career Education, Career Planning, Employment Interviews, Guidelines, Information Sources, Job Application, Job Search Methods, Resumes (Personal), Secondary Education, Vocational Adjustment. This booklet is designed to provide students with information on career planning, getting a job, and keeping a job. Discussed first are the importance of career planning and sources of career planning assistance. Guidelines are set forth for assessing one's own interests and abilities and developing short- and long-range goals. The major part of the booklet is devoted to guidelines and examples for use in preparing a personal data sheet, composing a letter of application, filling out a job application, participating in an employment interview, and writing a follow-up letter. Concluding the guide is a list of tips for holding a job successfully. (MN)

ED 253 694 CE 040 674

Lambert, Marvin S. Clayton, Kermis Kay.
Preparation of Undergraduate Home Economics Education Majors for Career Alternatives.

Pub Date—Dec 84

Note—12p. Paper presented at the American Vocational Association Convention (New Orleans, LA, December 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptions—Career Choice, Career Development, Career Education, Career Graduates, College Programs, College Role, Employment Opportunities, Employment Projections, Extension Agents, Higher Education, Home Economics Education, Home Economics Teachers, Job Training, Labor Needs, Occupational Information. This study was conducted (1) to identify the methods used by land-grant institutions to increase the career awareness of home economics majors and (2) to identify the specific minors, options, or emphasis areas that are being implemented at these institutions to increase the career alternatives of home economics education majors. A questionnaire was sent to the head home economics educator at 67 land-grant institutions in the United States, with a return of 82 percent (69 percent usable). The results of the survey indicated that 50 percent of the 1982-83 home economics education majors secured teaching positions following graduation, and 8.2 percent secured positions with the Cooperative Extension Service. Head teacher educators at two-thirds of the institutions reported that their programs were not designed to prepare home economics education majors to enter positions other than teaching and/or the cooperative Extension Service. The other third indicated that their programs primarily included preparation for employment in business or community and adult education, and/or gerontology practice. Methods used to inform students of career alternatives were advising, guest speakers, student organizations, career reports, brochures, interviewing home economists, observations, and placement services. The study concluded that students are still attracted to home economics education programs for the primary purpose of being prepared to teach, and that teaching, along with the Cooperative Extension Service, is what the programs are preparing them to do. (KC)

ED 250 538 CE 040 080

Abdo, Carol A.

Options & Opportunities: A Project to Develop and Evaluate Strategies of a Social, Informational and Remedial Nature Which Would Assist Individuals in Achieving Nontraditional Career Goals. Final Report from July 1, 1983 to August 31, 1984.

Broward County School Board, Fort Lauderdale, Fla.

Spons Agency—Florida State Dept. of Education, Tallahassee Div. of Vocational Education.

Pub Date—31 Aug 84

Note—59p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage.

Descriptions—Career Awareness, Career Choice, Career Education, Career Planning, Demonstration Programs, Elementary Secondary Education, Females, Males, Nontraditional Occupations, Postsecondary Education, Publicity, Sex Discrimination, Sex Fairness. Identifiers—Atlantic Vocational Technical Center FL, Broward County School Board FL. The Nontraditional Career Opportunities Project was originally developed to recruit, retain, and place students into vocational programs considered nontraditional for their gender. Primary concerns were delivery of printed materials giving information on nontraditional careers and project services, community relations activities and products, including a portable display unit, news articles, the Partners in Excellence program, and a South Bell equity seminar for Broward and Dade Counties, targeted enrollment increases, and institutional commitment to equity concerns. The aims of the project expanded beyond the original concerns. Other areas included methods for working with business and industry, monitoring of computerized enrollment databases, and in-service training. Findings were that activities or programs for students to encourage recruitment or to provide support for those already enrolled were very well received and that stereotyping conditions of the past still discourage entry into programs. The project sought to extend its influence to bring increased awareness of discrimination. Positive trends were identified in virtually every program area. (Appendices contain statistics and graphs, course outlines, course materials, project public information, and newsletters.) (YLB)

ED 253 685 CE 040 654

Miles, Marie Rose, Killingsworth, Linda.

World of Work—Choosing a Career. Kit No.

WV-704, Instructor's Manual, Revised.

South Carolina State Dept. of Education, Columbia.

Office of Vocational Education.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date—84

Grant—SC-50358-76-1-211-0330

Note—30p. For an earlier version of this document, see ED 169 322. For other related documents, see CE 040 651-656.

Pub Type—Guides—Classroom—Teacher (032)

EDRS Price—MF01/PC01 Plus Postage.

Descriptions—Behavioral Objectives, Career Choice, Career Education, Career Exploration, Classroom Techniques, Decision Making Skills, Education Work Relationship, Interests, Job Analysis, Learning Activities, Occupational Clusters, Occupational Information, Personality Assessment, Personality Traits, Prevocational Education, Secondary Education, State Curriculum Guides, Teaching Methods, Transparencies, Vocational Education, Vocational Schools. Identifiers—South Carolina.

This instructor's manual contains activities for teaching students about occupational categories, job requirements, personal characteristics, the steps to take in making an occupational choice, and the vocational training programs offered by area vocational centers. It is designed for use in six to eight periods in classes in prevocational education in South Carolina. The guide describes the activities, sets goals for student attainment, provides instructional objectives to meet the goals, and then gives directions for implementing the activities (including materials and resources required, class preparation, and class presentation). The guide also contains 4 student worksheets and 11 transparency masters for duplication. (KC)

ED 253 657 CE 040 568

Johnson, Ron

Occupational Training Families. Their Implications for FE. An FEU Occasional Paper.

Further Education Unit, London (England).

Report No.—ISBN-0-946469-62-8

Pub Date—Nov 84

Note—46p.

Pub Type—Opinion Papers (120)—Information Analyses (070)

EDRS Price—MF01/PC02 Plus Postage.

Descriptions—Adult Education, Career Choice, Career Education, Continuing Education, Decision Making, Educational Benefits, Educational Improvement, Educational Trends, Education Work Relationship, Employment Potential, Futures (of Society), Job Skills, Job Training, Occupational Clusters, Postsecondary Education, Teaching Methods, Training Methods, Vocational Education. Identifiers—Great Britain, Occupational Training Families.

This occasional paper appraises the implications of occupational training families (OTF) for further education (FE) in Great Britain. In the early sections, the document sketches the background of OTFs and appraises the advantages and disadvantages of the concept. In so doing, four possible approaches to helping young people acquire flexibility, versatility, and the ability to learn are described through general education, occupational grouping, occupationally based training, and basic skills. The paper identifies OTFs as a variant that groups jobs by 11 key purposes and concludes that it is providing a broad-based youth training. OTFs have no particular merit. The report also discusses the usefulness of OTFs to job competence, progression, and skill ownership. The conclusion is that OTFs could be disadvantageous to skill development. The report describes the ways in which FE relates to OTFs. It is felt that in some cases there is little to be gained by using the OTF language, but that there is some value in using the concepts related to training for skill ownership. The document is intended to place OTFs in perspective and to assist FE teachers and others in evaluating the usefulness of OTFs. (KC)

ED 348 349 CE 039 685

Career Education Program for the Handicapped.
Final Report 1983-1984.
Brookdale Community Coll., Lincroft, N.J.
Spons Agency—New Jersey State Dept. of Education, Trenton Div. of Vocational Education and Career Preparation

Pub Date—84

Note—83p. Workshop evaluations (Appendix VI) will not reproduce due to broken print.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 PC04 Plus Postage.

Descriptors—Career Choice, Career Counseling, Career Education, Career Planning, Disabilities, Goal Orientation, Information Centers, Job Development, Job Placement, Postsecondary Education, Program Development, Program Implementation, Student Organizations, Student Participation, Two Year Colleges

Identifiers—Brookdale Community College NJ, Shadowing

A project was designed to create a program with adapted materials and techniques and the necessary support staff to meet the problems inherent in career education for handicapped students. Handicapped students who generally cannot secure employment because of inappropriate job goals were helped by Brookdale Community College's Career Services for the Handicapped through the provision of such services as an advisory board, 80 workshops that provided career group experiences for handicapped individuals, individual counseling, a career fair for the physically handicapped, a speaker's bureau composed of role models, on-site visits to employers, job placement programs, and job shadowing. Such other services included volunteer support services, publicity, telephone services for the deaf, social events, a barrier-free Mini-Career Information Center, cooperation with other agencies, establishment of a college student, a union organization to promote student involvement, and formation of a support group of parents. Combined attention was recommended for the area of transportation, job placement, and job development. (Appendix, amounting to approximately one-half of the report, include a bibliography, census information, copies of the newsletter, career fair report, participant evaluations of workshops, and career fair invitation and program.) (YLB)

ED 346 237 CE 039 216

Rockwell, S. Kay. And Others.
4-H's Influence on Advanced Training, Careers and Leadership Roles in Adulthood.

Nebraska Univ., Lincoln: Inst. of Agriculture and Natural Resources

Pub Date—Apr 81

Note—110p

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 PC06 Plus Postage.

Descriptors—Adults, Agricultural Education, Career Choice, Career Education, Career Exploration, Higher Education, Home Economics, Influences, Leadership, Leadership Training, Participation, Postsecondary Education, Vocational Education, Youth Clubs

Identifiers—4-H Clubs, Informal Education

A study explored how adults felt their 4-H experience contributed to their selection of advanced education and/or a career and helped them with leadership skills in their occupations or community activities. To obtain data, a questionnaire was mailed to former 4-H members aged 25 to 35 in northeast Nebraska. 318 questionnaires were returned. Results indicated a significant number of 4-H members growing up in rural areas move to urban areas as adults. Benefits identified most frequently as being received from the 4-H program were learning a specific skill and having a chance to meet people. Least frequently identified were help in speaking at public meetings and help in planning toward an occupation. Those individuals who remained in 4-H over a period of years perceived more benefits. Two aspects of 4-H that former members saw as having been very important were increasing knowledge in project areas and competing with others. 4-H programs, activities, leaders, and agents were felt to influence members' choice of potential career, institution of higher education, areas of study for advanced education, first occupation, and subsequent occupations. Over 90 percent of the respondents felt each leadership experience was helpful to some degree in preparing them for adult leadership roles. (YLB)

ED 346 238 CE 039 257

Gonfredon, Linda S.
A Skills Map: The General and Specific Competencies Required in Different Occupations. Program Report.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency—National Inst. of Education (ED), Washington, DC

Pub Date—Nov 81

Grant—NIE-G-80-0013

Note—293p. For a related document, see CE 039 358. Appendices may not reproduce well.

Pub Type—Reports - Research (143) — Reference Materials - Vocabularies, Classifications (134)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Academic Aptitude, Adults, Career Choice, Career Education, Classification, Employment Potential, Interpersonal Competence, Job Analysis, Job Skills, Occupational Information, Occupations, Psychomotor Skills, Secondary Education

Identifiers—Skills Map

To aid in assessing the employability of individuals and of various groups of individuals in different types of occupations, the general abilities and specific skills required of workers in different occupations were studied. Data on a comprehensive set of occupations were obtained from the Dictionary of Occupational Titles (DOT) job ratings and from the archive of Position Analysis Questionnaire (PAQ) research. Factor analyses of these data indicated that jobs can be characterized by three major competency dimensions: academic aptitudes, psychomotor aptitudes, and dealing with people. Occupations were classified into 16 groups according to their demands for each of these general competencies. The specific skills, activities, and working conditions of individual occupations were examined to show to what extent the jobs within the occupational groups vary in their more specific demands. Academic aptitude was found to be only one dimension distinguishing jobs; different jobs required very different combinations of abilities. Implications were derived for designing high school programs to further the employability of youth with only low to moderate academic skills. (Appendices, amounting to approximately one-half of the report, include data and materials used in the study, including listings of abilities and activities related to various occupations.) (Author/YLB)

ED 345 097 CE 039 100

Adult Responsibilities Curriculum Guide, Secondary Vocational Home Economics Programs (Eleventh and Twelfth Grade Levels). Bulletin 1710.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

Pub Date—83

Note—270p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Career Choice, Career Development, Career Education, Consumer Economics, Consumer Education, Consumer Science, Educational Resources, Employment Potential, Family Financial Resources, Family Life, High Schools, Home Economics, Interpersonal Relationship, Learning Activities, Marriage, Money Management, One Parent Family, Parent Child Relationship, Parenthood Education, Parent Responsibility, Parent Role, Spouses, State Curriculum Guides, Studyfamily

This curriculum guide has been developed to help junior and senior high school students who may have had no previous consumer and homemaking education courses to accept the roles and responsibilities of adulthood. Designed for a one-semester course, the guide contains five teaching units, each dealing with an area vital to the successful development of persons into mature adults. These five areas are career preparation, rights and responsibilities of adults in a consumer society, managing financial resources, building and strengthening family relationships (including marriage), and parenting roles and responsibilities. At the beginning of each unit are a brief rationale, overall objectives, and topical outline for the unit. Specific objectives are included for each topic and subtopic. Suggested student activities are coded to the content to enable students to achieve the objectives. Each topic has a resources section that lists references for materials used to develop the content and to enhance the presentation. (KC)

ED 346 239 CE 039 258

Gonfredon, Linda S.
The Validity of an Occupational Classification Based on Job Competencies for Assessing Employability.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency—National Inst. of Education (ED), Washington, DC

Pub Date—Jan 83

Grant—NIE-G-80-0013

Note—378p. For a related document, see CE 039 257.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Adults, Aptitude, Career Choice, Career Education, Classification, Employment Potential, Job Analysis, Job Placement, Job Skills, Occupational Information, Occupations, Secondary Education, Validity

Identifiers—Skills Map

The Skills Map, a comprehensive classification of occupations based on their competency requirements, was developed to assess the employability of individuals and of various groups of individuals in different types of occupations. The data on which it was based were the ratings of required worker traits given by the Dictionary of Occupational Titles (DOT). The practical and theoretical usefulness of the classification was examined according to seven criteria: valid job descriptions, comprehensive occupational coverage, comprehensive aptitude coverage, a comprehensible map of job differences, parallel assessment of people and jobs, a valid demographic data, and multiple levels of analysis. Data for job descriptor validity were positive but inadequate. The DOT ratings provided quite comprehensive coverage of jobs and reasonable coverage of academic and motor, but not interpersonal, aptitudes. Map structure was readily comprehensible. A way to assess jobs and people in parallel was not provided. The Skills Map was readily linked to demographic data available according to the Census Bureau's 1970 classification of occupations, provided a global classification of occupations according to their general differences and additional detail about the aptitudes and activities that individual occupations require. (Appendix, amounting to approximately one-half of the report, provide materials and data used in the analyses.) (YLB)

ED 345 064 CE 038 970

Althaus, James A.
A Computer Program for Experimental Use in Vocational Guidance and Research.

New South Wales Dept. of Industrial Relations, Darlinghurst (Australia).

Report No.—ISBN-0-7240-8272-7

Pub Date—Apr 84

Note—75p. Marginally legible.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Choice, Career Education, Career Exploration, Career Guidance, Computer Oriented Programs, Computer Software, Educational Attainment, Foreign Countries, Higher Education, Occupational Information, Program Evaluation, Secondary Education, Student Educational Objectives, Values, Vocational Interests, Work Attitudes

Identifiers—Australia, Computer Assisted Guidance

A computer-assisted vocational exploration package has been designed for use in guidance and research by senior high school students in Australia. Intended to complement the work of psychologists, counselors, and guidance officers, the OSSIE (Occupational Selection by Similar Interest Exploration) package relies upon the individual's stated interests, values, and potential educational level to focus on occupational choice. The program, which takes approximately 30-40 minutes to complete, is interactive, self-adaptive, and user-friendly. Six components comprise the package. The introduction is a guide to the package and initial assessment of choices. Using the next five subsystems, the student (1) examines 10 career interest categories and rates the importance of each one, (2) determines the level of education and training sought, (3) rates self and five preferred occupations on 13 work values, (4) chooses and compares all five occupations in a simulated exercise, and (5) evaluates OSSIE and is provided with a summary of his/her responses. Preliminary results from a field trial indicate that students found career guidance more interesting with the use of computers and support previous findings of high user acceptance and liking for interactive guidance programs. (A sample OSSIE transcript is appended.) (YLB)

ED 242 637

SO 015 554

Sherr, Mary-Lou Brimble.
A Proposal to Expand the Fields of Practice of
Educational Knowledge.

Pub Date—83

Note—12p. Paper presented at the Annual Con-
vention of the American Educational Studies As-
sociation (Milwaukee, WI, November 3-6, 1983).
Pub Type—Opinion Papers (120) — Speeches/
Meeting Papers (130)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Choice, *Career Develop-
ment, Career Education, Curriculum Develop-
ment, Educational Trends, *Education Courses,
Future (of Society), Higher Education, Interdis-
ciplinary Approach, Knowledge Level, Public
Opinion, Skill Development, *Teacher Education
Curriculum, *Teacher Education Programs

The state and status of educational knowledge can
be vastly improved in two ways: by looking beyond
classroom settings for potential applications, and by
broadening the vision of the usefulness of educa-
tional knowledge to include other professional fields
requiring the skills and knowledge fundamental in
education. A changed conception of what educa-
tional knowledge includes as well as programmatic
changes in departments of education are needed.
Educational knowledge can be applied to educa-
tional research, program planning, management and
evaluation, technical consultation, advocacy, and
industrial training. Programs in education should be
expanded to include such professional possibilities.
For example, incorporating a research course into
the education program would allow students to con-
sider later work in policy and program analysis,
courses in educational media and computers would
open the way to technology-based professions. This
proposed expansion of educational programs re-
quires considerable cooperation and collaboration
on the part of the various academic departments.
Great strides can be made in changing the general
perception of education and teaching by realizing
that educational knowledge is a commodity valu-
able to many fields of work and that teaching is just
one of many things one might do with an education
degree. In this case, minimal program changes can
go far toward accomplishing this changed percep-
tion. (LP)

ED 240 347

CE 038 260

Career Vocational Awareness for the Limited En-
glish Proficient. Final Report, 1982-83.
Ocean Township Board of Education, Oakhurst,
N.J.

Spons Agency—New Jersey State Dept. of Educa-
tion, Trenton Div. of Vocational Education and
Career Preparation

Pub Date—83

Note—97p

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Awareness, *Career Choice,
Career Development, *Career Education, Career
Exploration, Classroom Techniques, Cultural
Background, *Education Work Relationship, Ele-
mentary Secondary Education, *English (Second
Language), Equal Opportunities (Jobs), Instruc-
tional Materials, Learning Activities, *Minority
Groups, Nontraditional Occupations, Program
Implementation, Second Language Instruction,
Sex Bias, *Sex Patterns, Teaching Methods

Identifiers—Ocean Township School District NJ
This project, conducted in Ocean Township, New
Jersey, was developed to promote career awareness
of limited-English proficient (LEP) students. The
project was designed to make LEP students in
grades K-12 aware of the myriad of career possibili-
ties that exist in the United States and of the possi-
bility for persons of both sexes and various racial
and cultural backgrounds to fill these jobs. Materials
chosen for the program were contextual and multi-
cultural. Meetings were held with parents, members of
the community, and other educators to discuss the
needs of students and the human resources that
would be available to aid in the implementation of
the program. Two types of pretests were adminis-
tered. One test depicted 36 workers to be identified
according to profession. The second test, based on
the New Jersey Occupational Checklist, entailed
having students indicate whether only a woman,
only a man, or both could do the jobs specified.
When the pretests were used as posttests, the gains
were significant. Using flipcharts, cassettes, games,
puzzles, workbooks, testis puppets, and drolls, the
students learned that many job opportunities exist
and that interests and personal characteristics are as
important as intelligence and educational back-
ground when considering personal goals. Field trips
and guest speakers of various ethnic heritages and,
at times, nontraditional sex roles aided in expanding
horizons and in bringing the world-of-work closer to
the students. (Author/KC)

ED 240 479

CG 400 194

Kimori, Edward. Richardson, Penelope L.
Y.E.S., Inc. Guidebook: A Youth Employment
Skills Media and Outreach Project.

KCET-TV, Los Angeles, Calif.

Spons Agency—Corporation for Public Broadcas-
ting, Washington, D.C.; Department of Education,
Washington, DC

Pub Date—83

Contract—300-81-0316

Note—47p

Available from—KCET-TV, 4401 Sunset Blvd., Los
Angeles, CA 90027 (\$1.60).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Black, Career Choice, Career Devel-
opment, Career Education, *Career Guidance,
*Disadvantaged Youth, Learning Activities, Sec-
ondary Education, Self Actualization, Skill De-
velopment, *Student Attitudes, *Youth
Employment

Identifiers—FF Project, Television Role, Youth Car-
eer Development Program

Originally intended to be used with a national
television drama mini-series, the guidebook can be
used alone to improve student attitudes toward edu-
cation and career-oriented skills. It is targeted pri-
marily to Black and Chicano junior and senior high
school students. The project stresses that develop-
ment of oneself is most important to the develop-
ment of a career. The guidebook can be copied and
reassembled to accommodate specific program
needs. In section 1, a summary is given of each
television program, followed by discussion ques-
tions, suggested activities, problem situations, and a
thought for the day. Section 2 provides worksheets
to help students rate things of importance in their
lives: examine the meaning of success, learn about
the world of work, improve problem-solving skills,
give an oral history, consider role models and men-
tors, and identify career goals, skills, and talents.
The third section explains how the guidebook can be
used for learning work experience programs; busi-
ness community partnerships; school classrooms;
summer youth, recreation, and camp programs;
short, job-search workshops, and counseling work-
shops. In addition, the document provides a model
for learning, a discussion of the role of television,
additional skill building activities, and an annotated
list of resources and model projects. (LH)

ED 239 053

CE 037 878

Lambert, Roger, Ed. Rodenstein, Judith, Ed.
Microcomputers: Applications in Career Counsel-
ing and Career Education.

Wisconsin Univ., Madison Wisconsin Vocational
Studies Center.

Pub Date—83

Note—203p. For related documents, see CE 037
876-877.

Pub Type—Collected Works - General (020) —

Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Administration, *Career Choice,
*Career Counseling, *Career Education, Career
Exploration, Career Planning, Computer Liter-
acy, *Computer Oriented Programs, Disabilities,
Emerging Occupations, Exceptional Persons, Job
Skills, Measures (Individuals), *Microcomputers,
Postsecondary Education, Programming, School
Counseling, Secondary Education, Simulation,
Special Education

This handbook was designed to help counselors
and career development personnel to adopt and
adapt to using microcomputers. The 18 papers in-
cluded in the handbook were written by a cross
section of career and counseling professionals as
well as experts in microcomputer applications. In
the first section of the handbook, the authors exam-
ine the general use of microcomputers in education
and in career development. Important issues related
to these topics are presented, and initiatives for in-
struction, counseling, and administrative tasks are
described. The second section focuses on the areas,
services, and programs pertinent to career counsel-
ing and career selection. The role of the microcom-
puter is examined with specific information
provided and applications specified for the career
counseling program. Topics covered in the book in-
clude the following: computer literacy, buying hard-
ware and software, designing software,
administrative use of the microcomputer, using mi-
crocomputers with special needs students, career
information and the microcomputer, job simulation
on the microcomputer, computerized career plan-
ning inventories, career exploration, and emerging
careers. Short biographies of the contributors com-
plete the text. (KC)

ED 240 388

CE 038 360

Hanson, Gersh A.
Entrepreneurship: A Career Alternative Informa-
tion Series No. 273.

Ohio State Univ., Columbus National Center for
Research in Vocational Education
Spons Agency—Office of Vocational and Adult Ed-
ucation (ED), Washington, DC

Pub Date—83

Contract—300-83-0016

Note—41p

Available from—National Center Publications, Na-
tional Center for Research in Vocational Educa-
tion, 1940 Kenny Road, Columbus, OH 43210
(DN 273-34.25).

Pub Type—Opinion Papers (120) — Information
Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Business, Career Choice, Career Edu-
cation, *Educational Resources, *Entrepreneur-
ship, Guidelines, *Occupational Information,
Personality Traits, Postsecondary Education,
*Publications, Secondary Education, *Small Busi-
nessmen, *Teaching Methods

This paper, a resource for vocational and adult
education teachers who teach entrepreneurship edu-
cation, reviews selected literature on entrepreneur-
ship published since 1970. It includes periodicals,
monographs, books, and miscellaneous publications
produced by the U.S. Small Business Administra-
tion and similar organizations. The literature re-
viewed is synthesized into guidelines for use by
vocational educators responsible for teaching entre-
preneurship skills. The paper organizes the synthe-
sized literature into three five chapters: (1)
characteristics of entrepreneurs, (2) industry selec-
tion factors, (3) getting started in an industry, (4)
the entrepreneurial industry, and (5) learning how
to be an industry entrepreneur. Each of the chapters
begins with an introduction to the topic with some
support from the literature. A list of suggested activi-
ties follows, and the chapter concludes with a brief
summary. A bibliography of printed materials for
and about entrepreneurship is included in the docu-
ment. (KC)

ED 239 033

CE 037 311

Kirby, Caroline S., Ed.
Essential Performance Objectives for Career De-
velopment.

Michigan State Board of Education, Lansing.

Pub Date—Sep 83

Note—20p. For related documents, see CE 037
313-314.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, Career
Change, Career Choice, *Career Development,
Career Education, Career Exploration, Career
Planning, Course Content, *Decision Making,
*Decision Making Skills, Educational Needs, Edu-
cation Work Relationship, Elementary Second-
ary Education, Employment Potential, Futures
(of Society), Individual Development, Job Place-
ment, Job Skills, Models, Occupational Aspi-
ration, Prevocational Education, Self Actualization,
*Self Evaluation (Individuals), Sex Role, State
Curriculum Guides, Vocational Interest

Identifiers—Michigan

As one of the components of the career develop-
ment curriculum materials for Michigan schools,
this guide contains objectives for the career devel-
opment of students in three grade-level clusters.
The objectives are categorized according to grades
K-3, 4-6, 7-9. For each of these levels, objectives are
grouped into four subject areas: self-awareness and
assessment, career awareness and exploration, car-
eer decision making, and career planning and
placement. (These topics are components of the
model, a cycle that repeats itself as the child
changes and grows.) A summary of career develop-
ment components as they relate to grade levels com-
pletes the guide. (KC)

ED 234 313 CE 037 042

Arman, Ruby L. Arman, Mohammad R.
Pre-Vocational Curriculum (Career Education) for
9th and 10th Grade Levels. (Teacher Guide).
Pittsburg State Univ., Kans. Dept. of Vocational-Technical Education.
Spons Agency—Kansas State Dept. of Education,
Topeka. Div. of Vocational Education.

Pub Date—30 Jun 83

Note—347p. For the student study guide, see CE 037 043. Document may not reproduce well due to colored paper and some light type.

Pub Type—Guides—Classroom—Teacher (053)

EDRS Price—MF01/PC14 Plus Postage.

Descriptors—Appitude Tests, Behavioral Objectives, *Career Choice, *Career Education, Decision Making, Employer-Employee Relationship, Employment Interviews, Financial Support, Guidelines, Individual Characteristics, Instructional Materials, Interviews, Job Application, *Job Search Methods, Learning Activities, Nonverbal Communication, Occupational Information, Portfolios (Background Materials), *Prevocational Education, Secondary Education, Self Evaluation (Individuals), State Curriculum Guides, Student Educational Objectives, Student Financial Aid, Units of Study, *Vocational Appitude, *Vocational Interest, Work Environment.

Identifiers—Dictionary of Occupational Titles, Kansas, Resumes.

This curriculum guide consists of 17 units of study for use in a prevocational career education course geared toward ninth and tenth grade students. Covered in the individual lessons are the following topics: assessing personal characteristics, completing a personal aptitude inventory, assessing personal interests, using the Dictionary of Occupational Titles, identifying occupational choices, identifying vocational and educational choices, making decisions, understanding how people communicate nonverbally, making educational or training plans, financing education or training, understanding the types of work available, understanding working conditions and physical demands, examining employer-employee relationships, obtaining information concerning job openings, preparing a resume, completing application forms, and interviewing for a job. Each lesson contains some or all of the following: lesson objectives, teaching aids, information assignments, references, an introduction to the unit, a presentation outline, classroom, laboratory, shop or other activities, a lesson review, a unit test, an answer key, information sheets, and assignment sheets. (MN)

ED 234 174 CE 036 852

Exemplary Program for Recruitment into Nontraditional Careers. Summary Report (Revised).
Houston Community Coll. System, Tex.
Spons Agency—Texas Education Agency, Austin.
Dept. of Occupational, Education and Technology.

Pub Date—Jun 79

Note—28p.

Pub Type—Reports—Research (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Choice, Career Education, Career Planning, College Students, Educational Needs, Educational Research, Enrollment Influences, Females, High School Seniors, Males, *Nontraditional Occupations, Parent Influence, Sex Factors, Sex Stereotypes, *Student Attitudes, *Student Recruitment, Teacher Influence, Vocational Education.

The Career Aspiration Profile was used to study barriers to the entrance of both men and women into nontraditional careers. Responses were solicited to items dealing with career choice, focus was on those factors perceived as barriers to entrance into nontraditional careers. Respondents were 1350 high school seniors and students from two- and four-year postsecondary institutions. The majority of women wanted to enter female-dominated occupations. Men, to a greater degree, desired to enter male-dominated occupations. Parents, teachers, and to a much lesser degree, counselors influenced occupational choice. Students' perceived training needs reflected the sex-stereotyped nature of their occupational choices, with males' needs centered around technical skills and females' around interpersonal skills. Students at all levels generally felt most occupational-technical fields were suitable for both sexes, although high school students were more stereotypic in their responses. Male-cited barriers were low salaries and negative attitudes from others. Females cited physical strength and inability to perform on the job. Methods rated highest for recruitment into nontraditional careers were career education, experiential work periods, salary information, and job site visits. (For recommendations, see inside.) (YLB)

ED 234 314 CE 037 043

Arman, Ruby L. Arman, Mohammad R.
Pre-Vocational Curriculum (Career Education) for
9th and 10th Grade Levels. (Student Study
Guide).

Pittsburg State Univ., Kans. Dept. of Vocational-Technical Education.
Spons Agency—Kansas State Dept. of Education,
Topeka. Div. of Vocational Education.

Pub Date—30 Jun 83

Note—168p. For the teacher's guide, see CE 037 042. Document may not reproduce well due to colored paper and some light type.

Pub Type—Guides—Classroom—Learner (051)

EDRS Price—MF01/PC07 Plus Postage.

Descriptors—Appitude Tests, Behavioral Objectives, *Career Choice, *Career Education, Decision Making, Employer-Employee Relationship, Employment Interviews, Financial Support, Interviews, Job Application, *Job Search Methods, Learning Activities, Nonverbal Communication, Occupational Information, Portfolios (Background Materials), *Prevocational Education, Secondary Education, Self Evaluation (Individuals), Student Educational Objectives, Student Financial Aid, Units of Study, *Vocational Appitude, *Vocational Interest, Work Environment.

Identifiers—Dictionary of Occupational Titles, Kansas, Resumes.

This student study guide consists of 17 units of study for use in a prevocational career education course geared toward ninth and tenth grade students. Covered in the individual lessons are the following topics: assessing personal interests, using the Dictionary of Occupational Titles, identifying occupational choices, making decisions, understanding how people communicate nonverbally, making educational or training plans, financing education or training, understanding the types of work available, understanding working conditions and physical demands, examining employer-employee relationships, obtaining information concerning job openings, preparing a resume, completing application forms, and interviewing for a job. Each lesson contains some or all of the following: lesson objectives, an information assignment, supplementary teaching items, classroom, laboratory, shop, or other activities, a lesson review, information sheets, and assignment sheets. (MN)

ED 235 469 CE 035 612

Chapman, Warren.
A Context for Career Decision Making. Research
Report.

Educational Testing Service, Princeton, N.J.
Spons Agency—National Inst. of Education (ED),
Washington, DC.

Report No.—ETS-RR-83-13

Pub Date—Mar 83

Contract—400-79-0030

Note—31p.; For related documents, see ED 230 643-664.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Career Choice, Career Education, *Career Exploration, Career Planning, *Decision Making, Information Services, *Information Utilization, *Occupational Information, Resumes, Secondary Education, *Student Characteristics, Talent, Values, Vocational Appitude.

Identifiers—*Career Information Systems.

A context is proposed that not only focuses career exploration in a logical way, beginning with the decision maker and moving to occupations, but also helps organize the process of decision making. Decision makers are seen as part of the context, for they have values, aptitudes, and resources that are relevant to choices of occupations. For career decision making, occupations are construed along dimensions that are most useful to the decision maker. These dimensions are the ones that, in the occupation, correspond to the values, aptitudes, and resource dimensions of the decision makers. They are rewards, requirements, and investments. The goal of the decision, then, is the maximization of value satisfaction within the limits of aptitudes and resources. Information also requires a place in the decision-making process, since decision makers require two classes of information—information about occupations and information about themselves. Applications of the context include development of a curriculum for career decision making, improvement of occupational information, and improved decision making. (YLB)

ED 235 357 CE 037 177

Krumholz, John D. Hamel, Daniel A.
The Effect of Decision Training on Career Decision-Making Competence. Technical Report 487.
Stanford Univ., Calif. School of Education.
Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
Pub Date—Aug 80

Contract—MDA-903-79-C-0591

Note—233p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC10 Plus Postage.

Descriptors—*Career Choice, *Career Education, *Career Planning, *Decision Making, Educational Research, High Schools, *Program Effectiveness, Program Evaluation, Secondary Education. The effectiveness of a multi-component training program in career decision-making (CDM) was investigated. A seven-unit (seven weekly one-hour meetings) curriculum, advocating a sequence of planned decision-making actions, was administered to a random half of a sample of students, primarily from third-year English classes at Mountain View High School in California. Control students did not receive any CDM training. Three criterion measures assessed the effectiveness of the CDM skills treatment. They were the Check List of Decision-Making Ability, which measures the self-rated efficacy estimate of ability to perform certain decision behaviors and provides data from the effective domain, the Career Decision-Making Skills Assessment Exercise, a cognitive instrument that measures knowledge of facts and procedures relevant to CDM, and Career Decision Simulation, an individually administered instrument that assesses performance of a simulated decision task. Results provided evidence that a structured training program in CDM based on social learning principles is effective in producing superior scores on measures of CDM competence. (Appendix, amounting to over one-half of the report, include a student workbook and master lesson plans for the CDM training program, the instruments, and data tables.) (YLB)

ED 235 810 CE 034 268

Bumley, Cynthia S. Burken, Gary L.
Which Female Medical Students Select a Career in Surgery.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date—Sep 82

Contract—PHS-NO-1-PF-34023

Note—14p. Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September 6-10, 1982).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Career Choice, Career Education, *Career Planning, Comparative Analysis, Family Characteristics, *Females, Higher Education, Marital Status, Medical Education, *Medical Students, *Motivation, *Occupational Aspiration, Parent Background, *Surgery.

Identifiers—*Career Motivation. A study examined characteristics of female medical students who indicated an intention to specialize in surgery, traditionally a male-dominated field. Family backgrounds, career motivations, and career orientations from this group were compared with the same characteristics of female medical students selecting other fields of specialization. Data were collected in a national survey of third-year medical students in the spring of 1978. Questionnaires were returned by 1,338 persons from 112 different United States medical schools. The Association of American Medical Colleges provided anonymous background data from the respondents' admission records. Women selecting surgery were more likely to be married, to have a physician father and homemaker mother, and to have higher family income. Female surgery students decided on a medical career at younger ages, were more certain of their choices of specialization, and were more likely to be interested in a private practice. In regards to career orientation, female surgery students were more likely to state that the desire for financial rewards is important and that physicians need to sacrifice personal time for the sake of their work. They were less likely to report that the time demands of most medical practices are unreasonable. Shown through these characteristics, the women selecting surgery were significantly different from women entering other areas of specialization and were more similar to male medical students. (YLB)

ED 222 639

CE 033 250

Bertram, Judith E.

The YES System: Why? What? How? A Counseling Advising System.

Indiana Univ., Bloomington. School of Continuing Studies. Vincennes Univ., Ind.

Spons Agency—Indiana State Office of Occupational Development, Indianapolis.

Pub Date—[80]

Note—46p

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Basic Education, Adult Programs, Adult Vocational Education, *Audio-Instructional Aids, *Career Choice, *Career Counseling, *Career Development, Career Education, *Measures (Individuals), Needs Assessment, Student Needs, Vocational Maturity

Identifiers—Indiana, *Occupational Development Centers

A project devised a self-instructional counseling/advising system for adults that relates activities in Adult Basic Education programs with activities in Occupational Development Centers. To identify client and student needs in the areas of occupational choice and job readiness skills, the Your Employment Search (YES) inventory was developed in long and short forms. Materials appropriate to meet these needs were then identified. Criteria for suitability included being below the sixth grade reading level, having information appropriate to a general audience, being of low cost, and being less than 10 years old. Materials were included in the YES Needle-Soft Deck (Appendices, amounting to over one-half of the report, include the YES Inventory, long and short forms and directions for using the YES System including instructions for administration, YES Inventory, and listing of titles of self-instructional materials in the YES System.) (NLB)

[illegible]

CI 043 508

McHam, Marilyn. McLand, Pat N.
Assessment of Vocational Guidance and Counseling Programs. Final Report.
North Texas State Univ., Denton.
Special Agency—Texas Education Agency, Austin.
Dept. of Occupational Education and Technology.
Pub Date—17 Jun 83
Note—73p.
Pub Type—Reports - Evaluative (142) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Description—Administrator Attitudes, Career Counseling, Career Education, Career Exploration, Career Guidance, Counseling Services, Counseling Techniques, Counselor Attitudes, Counselor Role, Guidance Programs, Job Placement, Outcomes of Education, Program Evaluation, Questionnaires, Secondary Education, State Surveys, Statewide Planning, Student Attitudes, Teacher Attitudes
Identifiers—Texas
A statewide assessment of vocational guidance and counseling programs was conducted in Texas. The status, role, and function of vocational guidance and counseling personnel were assessed and a handbook of appropriate professional guidance and counseling information was developed on the basis of the survey data. The vocational administrators indicated that there is a need for improvement in areas of administering vocational guidance services, whereas the vocational counselors generally perceived conditions as being close to what should be with a few significant exceptions in such areas as the lack of adequate clerical support staff and the lack of clear and measurable objectives for vocational guidance in some districts. The two weaknesses mentioned most frequently in the area of occupational investigation were the areas of providing students with observation experience and establishing and maintaining working relationships with local business and industry to promote beneficial field experience for students. A significant number of the job placement coordinators felt that more interviews should be conducted with potential dropouts for placement purposes. The great majority of students surveyed had positive feelings about the vocational guidance and counseling services provided. (This report includes summaries of the surveys administered to the six groups of practitioners along with copies of the survey instruments and tabulations of their results.) (MN)

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ED 336 449 CE 058 435

Career Development: An Occupational Education
Pers. Serv. A Compilation of Information Re-
lating to Career Development.
New York State Education Dept., Albany, Office of
General and Occupational Education.

Pub Date—91

Note—43p

Pub Type—Reference Materials - Directories/Cat-
alogues (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptions—Aptitude Tests, "Career Awareness,
Career Counseling, "Career Development, Career
Education, "Career Exploration, Career Guidance,
Elementary Secondary Education, Nontra-
ditional Occupations, Occupational Information
Identifiers—New York

This publication reprints articles that have previ-
ously appeared on the topic of career development,
a major feature in "The Benchmark," since January
1988 ("The Benchmark" is a bimonthly report of
occupational education in New York State). These
articles are categorized into two major areas: policy
and planning and career information and experi-
ence. Within this framework are other reprinted
articles that may be relevant and those that might help
to develop a more integrated approach to academic
and occupational needs. Information on ordering
the material or a source for further information ap-
pears at the end of each article. Another section
reprints references and resources that have previ-
ously appeared under headings such as career explora-
tion, career awareness, and career investigation. A
section lists Educational Resources Information
Center (ERIC) resources that may be found in re-
lated areas and a number of state and national
sources with addresses. (YLB)

ED 278 869 CE 046 439

Ima, Margorita Vireburt, Dier, Harry N.
Career Guidance within JTPA for High Risk
Populations: Programs, Methods and Products.

National Consortium of State Career Guidance Su-
pervisors, Columbus, OH: Ohio State Univ., Col-
umbus National Center for Research in
Vocational Education.

Pub Date—87

Note—17p

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptions—Abstracts, Adolescents, Career Edu-
cation, Career Exploration, "Career Guidance,
Correctional Rehabilitation, "Counseling Tech-
niques, Dislocated Workers, Education Work Re-
lationship, Employment Potential, "Employment
Programs, "High Risk Persons, Job Skills, "Job
Training, Mentors, Parenthood Education, Post-
secondary Education, Program Descriptions,
"Program Development, Transitional Programs,
Work Experience Programs, Youth Employment
Identifiers—"Job Training Partnership Act 1982

This monograph contains summaries of the fol-
lowing 19 programs for providing career guidance to
high-risk persons participating in a Job Training
Partnership Act (JTPA) program: Youth Employ-
ment Curriculum and Competencies (Bowie, Idaho);
Career Mentoring Program for the Disadvantaged
(Grayslake, Illinois); Partners in Skills for Career/
Vocational Transition (Waterloo, Iowa); Project
LSYOL (Baton Rouge, Louisiana); Career and Em-
ployability Enhancement (Oakland, Maryland); Se-
nior Transition Program (Snow Hill, Maryland);
Learning and Earning through School and Work:
Let's Work Program (Frederick, Maryland); Teen
Parenting and Child Care Program (Ellicott City,
Maryland); Developing the Competitive Edge (An-
napolis, Maryland); Education in Industry (Wayne,
Michigan); Career Preparation: A School-to-Work
Transition Curriculum (Kansas City, Missouri); Car-
eer Education: Pre-Employment Skills Training
Program (St. Louis, Missouri); Program to Reach
Employment Potential (PREP) (Dayton, Ohio);
PREP for Life (Dayton, Ohio); Summer Employ-
ment Encourages Kids (SEEEK) (Dayton, Ohio);
Lane Community College Dislocated Worker Pro-
gram (Eugene, Oregon); Career Development for
Ex-Offenders (Portland, Oregon); Career Explora-
tion Program (Vancouver, Washington); and Voc-
ational Occupational Competency System (Olympia,
Washington). Each program summary includes the
following program title, sponsoring institution, tar-
get population, contact person, and abstract. (MN)

ED 322 370 CE 055 514

Implementing Career Education, Career Tech-
nical Training Manual.

California State Dept. of Education, Sacramento.

Pub Date—85

Note—150p.

Available from—Publications Sales, California
Dept. of Education, P.O. Box 371, Sacramento,
CA 95802.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Avail-
able from EDRS.

Descriptions—"Career Education, Career Explora-
tion, "Career Guidance, "Career Information Sys-
tems, Community Resources, Decision Making,
Demonstration Programs, "Inservice Education,
Job Search Methods, Occupational Information,
"Paraprofessional Personnel, Secondary Educa-
tion, Sex Fairness, State Curriculum Guides,
Training Methods, Vocational Education
Identifiers—"California, Career Centers, "Career
Technicians

Consisting of materials and strategies adapted
from California's model projects for the training of
career technicians, this document explains how to
conduct inservice workshops for these paraprofes-
sionals who provide services in career centers estab-
lished in nearly all California secondary schools.
Twelve training modules cover the following topics:
(1) what a career center is, (2) career center man-
agement, (3) merchandising a career center, (4)
evaluation strategies, (5) occupational information
(two sections), (6) job search techniques, (7) deci-
sion-making skills, (8) personal assessment of stu-
dents, (9) helping students with disabilities, (10)
providing gender equity, and (11) the effective use
of community resources. Each module includes
workshop outcomes, a warm-up activity, the infor-
mation to be presented to trainees, trainer strate-
gies, an evaluation strategy, a time estimate, a list of
resources, a list of other topics to consider, and ma-
terials such as worksheets, evaluation sheets, check-
lists, and questionnaires. (CML)

ED 227 303 CE 035 336

Campbell, Robert E. And Others

Enhancing Career Development: Recommenda-
tions for Action. A Review of Empirical Studies
of the Effects of Career Guidance.

Ohio State Univ., Columbus National Center for
Research in Vocational Education.

Spots Agency—Office of Vocational and Adult
Education (ED), Washington, DC.

Pub Date—Jan 87

Contract—300-78-0032

Note—183p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC08 Plus Postage.

Descriptions—Career Counseling, Career Develop-
ment, Career Education, Career Exploration,
"Career Guidance, Career Planning, Counseling
Effectiveness, Counseling Techniques, "Guid-
ance Objectives, Guidance Programs, Interper-
sonal Competence, Job Skills, Literature Reviews,
Outcomes of Education, Post High School Guide-
ance, "Program Effectiveness, "Research Pro-
jects, School Counseling, "School Guidance,
Secondary Education, Two Year Colleges

This study was conducted to identify and review
research studies related to career guidance effects,
to categorize and synthesize those findings, and to
make recommendations for future practice, re-
search, and policy. Studies selected for the review
were conducted since 1970, concerned grades 9
through 14, had a sample population of 25 or more,
were set in an educational agency or community
service organization, and were empirical. These stud-
ies were identified through telephone contacts
with career guidance experts, a computer search of
the literature, letters to state departments of edu-
cation, convention programs, journals, congressional
hearings, and other sources. Review of the studies
showed that they could be organized into five major
categories according to career guidance outcomes:
(1) improved school involvement and performance
(41 studies), (2) personal and interpersonal working
skills (30 studies), (3) preparation for careers (14
studies), (4) career planning skills (34 studies), and
(5) career awareness and exploration (44 studies).
The majority of the studies reported positive out-
comes as a result of various methods of career guid-
ance intervention. As a result of the study,
numerous recommendations were made regarding
state and federal policy, practice, and research in
the field of career guidance. (KC)

ED 303 602 CE 051 820

Career Exploration Curriculum and Teacher
Guide.

North Carolina State Dept. of Public Instruction,

Raleigh Div. of Vocational Education.

Report No.—VEC-VOCD-CG-6158

Pub Date—Aug 88

Note—143p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptions—"Career Education, Career Explora-
tion, "Career Guidance, Curriculum Guides, "De-
cision Making, "Employment Potential, "Grade
6, Intermediate Grades, Learning Activities, Mid-
dle Schools, "Self Concept, Teaching Guides

This guide contains a course outline, course com-
petencies, suggested activities, and recommended
resources for effective implementation of a course
on career exploration. The semester course is de-
signed to provide initial career guidance experi-
ences and hands-on exploratory activities for
sixth-graders (11- and 12-year-olds). Introductory
materials include a history of the course develop-
ment, description of the sixth-grade student, a
sixth-grade student profile, list of course competen-
cies, and course outline with competencies. The ac-
tivities guide provides activities in these categories:
orientation, why work?, the world of work, self-
awareness, exploring careers, decision making, and
employability. Within each category, activities are
divided by days. For each day, the relevant com-
petencies and descriptions of activities are detailed.
Materials necessary to complete the activities are
provided. These include handouts, exercises,
project sheets, informative material, and any nec-
essary answer keys. The guide also provides a resource
guide keyed to appropriate activities, vendor ad-
resses, and information on standards. (YLB)

ED 248 399 CE 039 732

Kerchner, Keith M.

Assessment of the Impact of the Bureau of Voc-
ational Education's Guidance Program. Final Re-
port.

Research for Better Schools, Inc., Philadelphia, Pa.
Spots Agency—Pennsylvania State Dept. of Edu-
cation, Harrisburg Bureau of Vocational and
Technical Education.

Pub Date—30 Jun 84

Contract—83-6015

Note—136p.; For a related document, see CE 039
731.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptions—Career Awareness, "Career Educa-
tion, Career Exploration, "Career Guidance, Car-
eer Planning, Correctional Education, Disad-
vantaged, Educational Finance, Educa-
tional Planning, Elementary Secondary Educa-
tion, Employment Potential, Federal Aid, Job
Placement, Job Skills, Occupational Information,
Postsecondary Education, "Program Effective-
ness, Program Evaluation, "Program Improve-
ment, Sex Fairness, Sex Stereotypes, State
Departments of Education, "State Programs,
"Statewide Planning

Identifiers—"Pennsylvania
As mandated by the Vocational Education Act of
1976, an evaluation was made of Pennsylvania's vo-
cational guidance program for the 1976-81, through
1981-82 fiscal years. The study objectives were to
describe the funded projects, evaluate their impact,
and explore local capacity development. The study
was guided by evaluation questions in five areas:
Federal priorities, Pennsylvania's approach, pro-
gram activities, program outcomes, and policy re-
commendations. The methodology relied primarily
on analyzing existing data and interviewing state
and local project staff. Federal priorities were found
to accommodate Pennsylvania's program needs
fairly well, but funding allocation procedures to
states may give Pennsylvania less than its fair share.
Likewise, the Pennsylvania Department of Educa-
tion's administration of the program was handled
well, but the process of setting project priorities for
funding greatly restricted the number of districts
that could compete for guidance projects. In the
three years studied, more than \$4 million was used
to fund more than 250 guidance projects affecting a
quarter of a million participants in elementary, post-
secondary, and corrections environments. Empha-
sises included vocational information, career
awareness, employability skills, and assessment/car-
eer decision making. Few projects assessed impact
empirically, but services were extended to under-
served populations and there was some evidence of
impact in job and educational placement, career
planning, awareness of occupations, self-awareness,
and awareness of sex role stereotypes. Recommen-
dations were made regarding funding allocation,
project information systems, and state-level guid-
ance program development. (Author/KC)

X. EQUAL EDUCATION

- EJ 392 357** HE 525
Guide to the Equity Laws. Title IX of the Education Amendments of 1972. Dublin, Margaret: *Chronicle of Higher Education*, v35 n41 pA2: Jun 21 1985 (Reprint: UM1)
Descriptors: Higher Education *Federal Legislation *Equal Education *College Athletics *School Policy *Federal Regulation Financial Support, Equipment, Scheduling, Travel, Athletic Coaches, Tutorial Programs, Salaries, Personnel Policy, Tutors, Facilities, Medical Services, College Housing, Publicity, Student Recruitment, Ancillary School Service Program Administration, Eligibility, Student Interests, Competition, Sex Fairness, Court Litigation, Females
Identifiers: *Title IX Education Amendments 1972
 The guide outlines what Title IX of the Education Amendments of 1972 means for equity in college ath programs, citing the 1975 regulation and the 1979 at its policy interpretation for a number of program asp. Relevant litigation is also cited. (MSE)

- EJ 334 782** UD 511 828
Teachers as Role Models: Are There Gender Differences in Microcomputer-Based Mathematics and Science Instruction? Slasz, Cathleen, And Others. *Sex Roles*, v13 n3-4 p149-64 Aug 1985
Descriptors: Board of Education Policy; *Computer Assisted Instruction, Educational Research, Educational Technology, Elementary Secondary Education, Equal Education; Instructional Development, *Mathematics Instruction, *Microcomputers, Role Models; *Sex Differences, School Policy; *Science Instruction, *Teachers, Teacher Education
 Aor Theme issue with title "Women, Girls, and Computers."
 Study examines whether male and female teachers differ in (1) their background or training for instructional uses of microcomputers and (2) their uses of microcomputers to teach mathematics and science. Data are given on district and school microcomputer policies, classroom context, and teacher characteristics, instructional decisions, and practices. (Author/SA)

- EJ 294 323** CE 514 123
Four Invalid Propositions about Equality, Efficiency, and Intergenerational Transfers through Schooling. Conlisk, John. *Journal of Human Resources*, v19 n1 p3-21 Win 1984 (Reprint: UM1)
Descriptors: Educational Economics; *Equal Education, Generation Gap, Parent Child Relationship, *Family Income, Parent Background, *Biological Influences, *School Policy, *School Effectiveness, Heredity, *Educational Equity (Finance), Intuition
 Four propositions that have been advanced on the basis of verbal intuition are considered. They are given precise interpretation in a formal model and then disproved. The propositions concern intergenerational transfers through schooling, in particular, they concern equality-efficiency conflicts, net benefit calculation, and the role of genetic transmission. (Author/SSH)

- ED 325 945** EA 022 433
The Race Equity Review Process. Approved by State Board of Education, April 12, 1990. Iowa State Dept. of Education, Des Moines Bureau of School Administration and Accreditation.
 Pub Date—Apr 90
 Note—33p.
 Pub Type—Reports - Descriptive (141)
 EDRS Price - MF01/PC03 Plus Postage.
Descriptors:—Elementary Secondary Education, *Equal Education, *Guidelines, Legal Responsibility, *Racial Integration, *School Desegregation, *School Policy, School Responsibility, *State Action
Identifiers:—Iowa
 School desegregation, the legal vehicle to end racial discrimination in U.S. society, may be viewed as a three-generational issue. The first generation is confined to ending physical segregation of students by race, whereas the second generation targets racial and gender segregation within classrooms and other practices (i.e., suspensions, dropouts, special education, and gifted education). Third-generation concerns demand that schools attack unresolved first- and second-generation issues by eliminating physical separation of students in unequal schools and unequal programs. The need for new directives and a process for governing Iowa school desegregation is imperative. School integration will help students develop a respect and appreciation for diversity as a strength, rather than to fear it or see it as problematic. The race equity review process described in this booklet replaces the "Policies and Guidelines on Nondiscrimination in Iowa Schools" that were part of a state-approved review process in 1972. After defining terms, the booklet covers school accreditation standards related to race equity and relevant Iowa Code requirements, statutes, and court decisions. Subsequent sections treat selection into the race equity review process, components of the process, on-site reviews, timelines, schedules, progress report components, district responsibility for findings, action plan components, and failure to comply provisions. (MLH)

- ED 300 477** UD 026 451
Amor, Madeline. Ed. Race and Gender: Equal Opportunities Policies in Education. Open Univ., Milton Keynes (England).
 Report No.—ISBN-0-08-03264-9
 Pub Date—85
 Note—150p.
 Available from—Pergamon Books, Inc., Maxwell House, Fairview Park, Elmsford, NY 10523 (\$18.25, hardcover—ISBN-0-08-032675-7, \$9.00, paperback—ISBN-0-08-03264-9).
 Pub Type—Collected Works - General (020) — Reports - Descriptive (141)
 Document Not Available from EDRS.
Descriptors:—Access to Education, Civil Rights Legislation, Cultural Pluralism, Educational Change, *Educational Legislation, *Educational Policy, Elementary Secondary Education, *Equal Education, Ethnic Groups, Females, Foreign Countries, Local Legislation, Males, Minority Groups, *Policy Formation, Public Policy, Racial Bias, *Racial Discrimination, Racial Segregation, School Desegregation, School Policy, Sex Bias, *Sex Discrimination, Urban Schools
Identifiers:—Department of Education and Science (England), Girls into Science and Technology (England), Local Education Authorities (United Kingdom), Open University (Great Britain), Race Relations Act 1976 (Great Britain), Schools Council (England), *United Kingdom
 This reader is one of four parts of the Open University (in the United Kingdom) Course E333, "Policy-making in Education." The ten articles included focus on the patterns of race and gender inequalities in British education, and the methods used by central and local government and educational institutions to address those inequalities. Articles were chosen to present the range and diversity of policies and approaches. The five articles (and their authors) on the topic, "Perspectives on Race and Educational Policy" are the following: (1) "Education and the Race Relations Act" (Andrew Dora); (2) "Racial Inexplicitness and Educational Policy" (David L. Kurpi); (3) "Multiracial Education in Britain: from Assimilation to Cultural Pluralism" (Chris Mulford); (4) "Anti-racism as an Educational Ideology" (Robert Jeffcoate); and (5) "The 'Black Education' Movement" (Sally Tomlinson). The five articles on the topic, "Sex Discrimination and Educational Change" are the following: (1) "The Winning of the Sex Discrimination Act" (Margherita Rendell); (2) "Equality or Equity? A European Overview" (Eileen M. Byrne); (3) "The Schools Council and Gender: A Case Study in the Legitimation of Curriculum Policy" (Gaby Weiner); (4) "A Local Authority Initiative on Equal Opportunities" (Hazel Taylor); and (5) "Changing Schools and Changing Society: Some Reflections on the Girls into Science and Technology Project" (Alison Kelly). Each article includes a list of references. A subject index is included. (FMW)

- ED 256 859** UD 024 239
Dunkle, Margaret C. Teenage Pregnancy & Parenting: Evaluating School Policies & Programs from a Sex Equity Perspective. Council of Chief State School Officers, Washington, D.C.
 Pub Date—Jan 84
 Note—33p.; Draft prepared for "Adolescent Pregnancy and Parenting: A Statewide Partnership for School Involvement." A conference sponsored by the Resource Center on Sex Equity.
 Pub Type—Guides - Non-Classroom (055)
 EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors:—*Early Parenthood, Elementary Secondary Education, Equal Education, *Evaluation Criteria, Health Services, *Pregnant Students, *School Activities, *School Policy, *Sex Discrimination, Sex Fairness, Student Rights
Identifiers:—*Title IX Education Amendments 1972
 The issues of sex discrimination and student pregnancy and parenting are addressed in this guide, which attempts to provide schools covered by Title IX (or other interested agencies) with assistance in identifying and eliminating biased or discriminatory practices. First, Title IX is discussed, with particular focus on its specific references to pregnancy and parenting and its outline of ways in which schools cannot discriminate against pregnant or parenting students or employees. Other laws prohibiting discrimination on the basis of pregnancy or sex are summarized briefly. Next, a step-by-step guide is provided for assessing equitable treatment. A detailed process is outlined for evaluating equity in the four major areas where school-based discrimination against pregnant and parenting students is most commonly found: (1) admission to programs and activities, (2) treatment in regular programs and activities, (3) treatment in special or separate schools, classes, programs, and activities, and (4) availability and quality of pregnancy-related health services. Two appendices contain the actual wording of the major portions of the Title IX regulations that deal with pregnancy and parenting, and charts for assessing equity in programs, policies, and services. (KH)

ED 334 898

HE 024 726

D'Souza, David

Bilateral Education: The Politics of Race and Sex on Campus.

Spons Agency—John M. Olin Foundation, Inc., Arlington, VA.

Report No.—ISBN-0-02-908100-9

Pub Date—4 Apr 91

Note—319p

Available from—The Free Press, A Division of Macmillan, Inc., 866 Third Avenue, New York, NY 10022 (\$19.95).

Pub Type—Books (010) — Information Analyses (070) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Academic Standards, Affirmative Action, Colleges, Conflict, Cultural Pluralism, *Educational Policy, *Equal Education, General Education, Higher Education, Political Influences, *Politics of Education, *Racial Factors, School Administration, School Policy, *Selective Admission, Sex Discrimination, *Social Action, Universities

Identifiers—*Politically Correct Communication

This book addresses the issue of angry campus confrontations over issues of race, gender, and ethnicity, and more broadly, the dilemma of the college's and university's ability and desire to attain the goals of liberal education while also desiring to be "politically correct." It is noted that student activists have split the university on moral grounds, charging that universities are "structurally" racist, sexist, homophobic, and class biased. It is argued that, while generally unrestrained by administration and unopposed by senior faculty, junior faculty activists, in their eagerness to create a multicultural community, demand and receive changes in admissions and other policies on the basis of race and gender categories, rather than intellectual merit. Case histories examine the admissions policies of the University of California at Berkeley, the multiculturalism at Stanford University, the roots of protest at Howard University, racial incidents at the University of Michigan, the subversion of academic standards at Duke University, and the teaching of race and gender at Harvard University. Each case is used to document the counter-productive effects of preferential treatment and official double standards on minorities themselves, and argues that university policies designed to foster pluralism, diversity, tolerance, and multiculturalism in fact promote ignorance, intolerance, and racism. Finally, it is noted that the rhetorical excesses and coercive tactics of the "politically correct" have done much to drive reflective liberals into the ranks of a conservative opposition. Contains an index and reference notes for each chapter. (GLR)

ED 336 849

TM 015 805

The Education Reform Decade: Policy Information Report.

Educational Testing Service, Princeton, NJ. Policy Information Center.

Pub Date—90

Note—33p.

Availability from—ETS Policy Information Center, Educational Testing Service, Princeton, NJ 08541-0001.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Accountability, *Educational Change, Educational Improvement, Educational Trends, Elementary Secondary Education, *Equal Education, *Excellence in Education, Graduation Requirements, National Surveys, School Districts, *School Policy, State Programs, *State Standards, Teacher Certification, Testing Programs

Identifiers—*Progress, *Reform Efforts

An overview of educational reforms during the 1980s (1978-88) and their effect is presented for use by policy makers, practitioners, and interested citizens. The first section of this report, called "The Reforms of the 1980s", is based largely on a 50-state survey and a research report, both commissioned by the Educational Testing Service Policy Information Center. The second and third sections of this report, "Progress toward Excellence" and "Progress toward Equality," draw heavily on statistics and assessments carried out or funded by the National Center of Education Statistics. The "education reform decade" is most identified with state-level reform laws and policy changes that were initiated and carried out by governors and state legislatures. The decade is associated with what came to be called the "excellence movement", a shorthand reference to the reforms called for in the 1983 report of the National Commission on Excellence in Education entitled "A Nation at Risk." Since a great deal of state action was well under way by that time, particularly in testing, the reform decade is dated from 1978 for the purposes of this review. The following reform policy topics are addressed: high school graduation requirements, student testing; accountability, teacher standards, student and school district standards, and policy changes at the school level. Data on educational improvement are reviewed in the areas of reading, mathematics, science, civics, writing, student retention, and student effort. Topics associated with equal education include achievement gaps in reading, mathematics, and science as well as gaps in student retention and gender differences. Thirty-five figures are included. (TJH)

ED 291 839

UD 026 037

A Blueprint for Action.

National Conference on Educating Black Children, Washington, DC.

Pub Date—Sep 86

Note—9p; "A Blueprint for Action" was developed by the 1986 National Conference on Educating Black Children. For 1987 proceedings that resulted in "Blueprint for Action II," see UD 025 661.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Black Achievement, Black Community, *Black Education, Black Students, Black Teachers, *Educational Improvement, *Educational Policy, *Equal Education, Parent School Relationship, Parent Student Relationship, *Policy Formation, Principals, School Business Relationship, School Community Relationship, School Policy, Student School Relationship, Teacher Administrator Relationship, Teacher Student Relationship

Identifiers—*Empowerment, *Excellence in Education

This document presents a set of action-oriented mandates resulting from a conference of black national and grassroots organizations and associations to discuss ways to improve the education of black children. The mandates cover the following major issue areas: (1) school administration, (2) teachers, (3) parents, (4) students, and (5) policy-makers. Strategies for implementing the mandates are suggested. Appended are a list of the sponsors of the National Conference on Educating Black Children, which developed the mandate, and a list of institutional funders. (BJV)

ED 309 307

UD 026 857

Parker, Lynn And Others

The Relationship between Nutrition & Learning. A School Employer's Guide to Information and Action.

Food Research and Action Center, Washington, D.C.

Spons Agency—National Education Association, Washington, D.C.

Pub Date—89

Note—45p.

Available from—National Education Association, Human and Civil Rights, 1201 Sixteenth Street, NW, Washington, DC 20036.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, *Breakfast Programs, Disadvantaged Youth, Elementary Secondary Education, Equal Education, Health Materials, *Hunger, Influences, *Learning, Learning Readiness, *Lunch Programs, *Nutrition, Obesity, Program Descriptions, Program Guides, School Policy, *Student Needs

Identifiers—Child Care Food Program, Food Stamp Program, Nutrition Education and Training Program, School Lunch Program, Summer Food Service Program, Women Infants Children Supplemental Food Program

The physical, emotional, and intellectual impact of nutrition on children's ability to learn is the subject of this guide for school personnel. The guide is divided into two parts and includes two appendices. Part 1, "What We Know About the Relationship Between Nutrition and Learning," reviews research linking nutrition and academic performance. Children's behavioral development and learning ability are affected by such early nutritional influences as low birthweight and the adequacy of food consumed in day care. Evidence of the impact of hunger and undernutrition on learning is presented. A number of recent studies indicate the positive effects of child nutrition programs on children's nutritional status and learning ability. The problems of obesity and the consumption of sugar and food additives are discussed. Part 2, "Putting Into Action Our Knowledge About the Relationship Between Nutrition and Learning," provides suggestions for solving students' nutritional problems. Steps that school employees can take to ensure that children have access to nutrition programs are enumerated. School action to ensure the provision of healthful food and nutrition education is described. The guide concludes with an outline of a model school nutrition policy. Appendix A describes several national nutrition programs that help children. Appendix B lists 66 references. (AF)

ED 291 812

UD 025 661

A Blueprint for Action II, 1987.
National Conference on Educating Black Children,
Washington, DC

Pub Date—May 87

Note—13p. "A Blueprint for Action II" was developed by the 1987 National Conference on Educating Black Children. For "A Blueprint for Action," see ED 026 037.

Pub Type—Guides—Non-Classroom (055)—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Black Achievement, Black Education, Black Students, Black Teachers, Educational Improvement, Educational Policy, Equal Education, Parent School Relationship, Parent Student Relationship, Policy Formation, Principals, School Business Relationship, School Community Relationship, School Policy, Student School Relationship, Teacher Administrator Relationship, Teacher Student Relationship.

Identifiers—Empowerment, Excellence in Education.

This document presents a set of action-oriented mandates developed at a conference of black national and grassroots organizations and associations to discuss ways to improve the education of black children. The mandates cover the following major issue areas: (1) students, who attend school to become intellectually, socially, and economically productive, and who have the right to the best possible education on a free and equitable basis; (2) teachers, who must maintain high standards of effective teaching to ensure that each black child is provided the opportunity to attain the skills needed to achieve excellence in education; (3) administrators, who should systematically direct their authority and influence over the actions of students, staff, faculty, and parents to the development and implementation of educational programs that shall effectuate the maximum academic growth of each black child; (4) parents, who should understand their rights and responsibilities, become involved in the schools, and take responsibility for the education of their children; (5) community groups, which should participate more effectively in educating black children, and ask the "right" questions to improve local schools and school systems; and (6) policymakers, whose ultimate authority to plan and provide for effective educational policies and programs should be directed to the goals of achieving equity and excellence for black children. Activities for implementing the mandates are suggested. Appended are a list of the sponsors of the National Conference on Educating Black Children, a list of the institutional funders, and a list of members of the working committee for this document. (B/JV)

ED 305 407

UD 026 669

Kesting, Pamela. Oakes, Jeannie.

Access to Knowledge: Removing School Barriers to Learning Youth at Risk.

Education Commission of the States, Denver, Colo. Education Improvement Center.

Spons Agency—College Board, New York, NY.

Pub Date—Aug 88

Note—24p.

Available from—ECS Distribution Center, 1960 Lincoln Street, Denver, CO 80295 (No. AR 88-4, \$5.00).

Pub Type—Opinion Papers (120)—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Access to Education, Board of Education Policy, Disadvantaged, Educational Change, Educational Opportunities, Elementary Secondary Education, Equal Education, High Risk Students, Policy Formation, Policies of Education, Position Papers, School Policy, State Legislation.

Identifiers—Partnerships, Policy Issues.

School barriers to equal access need to be removed by fundamentally new policy initiatives at the state and district levels in order to assure educational opportunities for at-risk students. Gender, race, poverty and individual disabilities continue to generate barriers for at-risk students despite broad legal efforts at reform. The following school practices must still be addressed: (1) testing; (2) grouping and tracking; (3) curriculum and instruction; and (4) school organization and administration. The following policy approaches would overcome resistance to reform and permit educators and policymakers to work together: (1) place equal educational access high on the public policy agenda; (2) eliminate race and gender bias; (3) upgrade teaching and increase disadvantaged student access to highly qualified teachers; (4) alter formulas for compensatory education to account for the impact of poverty; (5) eliminate rewards for assessing and labeling students on the basis of social and/or personal predispositions; (6) develop model, integrated curricula and instructional strategies suitable for diverse students; (7) provide incentives for schools to forge non-traditional alliances among schools, families and communities; (8) join forces with all those who have a stake in schools, including universities, social service agencies, and the private sector; (9) deregulate schools and build capacity for improvement; (10) hold schools accountable for both equity and learning; and (11) marshal new resources and reconfigure existing ones. A 15-item bibliography is appended. (FMW)

XI. TEACHER EDUCATION: TEACHER CERTIFICATION

EJ 297 446 SP 313 793
 The Critical Issue of Excellence and Equity in
 Competency Testing. Smith G. Prichy. *Journal
 of Teacher Education*. v35 n2 p6-9 Mar-Apr 1984
 (Reprint: UMI)
 Descriptors: *Minimum Competency Testing; *Equal
 Education; *Teacher Education; *Minority Group
 Teachers; Teacher Certification; Teacher
 Qualifications; Elementary Secondary Education;
 *Teaching (Occupation)

A positive effect of the competency testing movement is
 that it will reveal the nation's greatest educational failure—
 understanding minority achievement and developing suc-
 cessful instructional delivery systems for minority youth.
 Collaborative leadership from teachers, professional educa-
 tors, and the public must challenge the development of new
 ways to perpetuate old inequities. (CJ8)

EJ 381 242 UD 314 004
 Teacher Education Reform: Issues of Equity and
 Accountability. Marcoulides, George A.; Heck,
 Ronald H. *Urban Review*. v20 n2 p123-34 Sum
 1988 (Reprint: UMI)
 Descriptors: *Accountability; College Students;
 *Equal Education; Higher Education; *Minority
 Group Teachers; Retention (Psychology);
 Standardized Tests; Teacher Certification;
 *Teacher Education; Teacher Improvement;
 Teacher Shortage; Teacher Qualifications;
 *Teacher Recruitment; *Urban Teaching;
 Educational Change
 Identifiers: California Basic Educational Skills
 Test

Examines recent policy changes in teacher education and
 how they impact on the recruitment and retention of
 minority students. Focuses on the confounding concerns for
 both accountability and equal educational opportunity.
 (FHA)

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XII. TEACHER EDUCATION: TRAINING

EJ 428 848 IR 523 105
Normal Snielotechnology in Teacher Education: Technology and the Education of Teachers. Harrington, Helen. *Computers in the Schools*, v8 n1-3 p49-57 1991.

Descriptors: Educational Technology, Higher Education, Information Technology, Instructional Design, Learning Processes, Social Change, Teacher Education, Training.

Discusses the use of technology in teacher education programs that are concerned with preparing students for a rapidly changing society. The distinction between preparing teachers to use technology and using technology to prepare teachers is emphasized, and distinctions between training and learning are discussed. (27 references) (LRW)

EJ 375 644 EC 210 234
Training District Personnel as Peer Consultants and Inservice Leaders: Implementation and Evaluation of a Training Program. Anderson, Dana McCoy, Ritter, Shirley A. *Special Services in the Schools*, v4 n1-2 p77-93 1987.

Descriptors: Disabilities, Elementary Secondary Education, Higher Education, Inservice Teacher Education, Teacher Education, Faculty Development, Consultation Programs, Peer Teaching, Training, Skill Development, Program Development, Program Evaluation, Program Implementation.

Identifiers: Furman University SC

A Furman University program called School Initiated Teacher Education Outreach trained school personnel as peer inservice providers and consultants to general education personnel. The 11 special education teachers, speech therapists, and curriculum specialists completed three courses on inservice content and presentation and peer consultation. Detailed program evaluation data are provided. (Author/JDD)

ED 333 679 EC 300 435

Parsons, Howard P., Jr.
Professionals Working with People with Disabilities: Technology Training Implications for Teacher Educators.

Spons Agency—Arkansas Governor's Developmental Disabilities Planning Council, Little Rock; Arkansas Univ., Little Rock. University-Affiliated Program.

Pub Date—18 Apr 91

Contract—89-554

Note—33p. Paper presented at the Conference of the Arkansas Association of Colleges for Teacher Education (Little Rock, AR, April 1991).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors: Adults, Assistive Devices (for Disabled), Curriculum Development, Delivery Systems, Disabilities, Elementary Secondary Education, Handicap Identification, Information Needs, Needs Assessment, Preschool Education, Statewide Planning, Teacher Education, Technology, Training.

Identifiers: Arkansas

This presentation reports the results of a statewide assessment of the technology needs of 529 Arkansas professionals working with persons having disabilities, in all age groups and across various disability categories. The assessment gathered information about the respondents' needs for information on assistive technology services and devices, training needs, perceptions of consumer purchasing needs, use of volunteers, agencies, mechanisms providing services, priorities for a state plan, and team participation. Examination of the survey data led to the conclusion that professionals favored a centralized service delivery model; as respondents rated the two highest priorities for state technology planning as early identification of persons with disabilities and provision of ongoing evaluation of needs. Implications of the survey are discussed in the context of innovative curricula for educating people about technology and services for persons with disabilities and their families. The consumer-driven process of curriculum development is described, and overviews are provided of curricula for parents, consumers, professional inservice, and college/university preservice education. (Includes 36 references.) (JDD)

ED 341 453

Copple, Carol

Quality Matters: Improving the Professional Development of the Early Childhood Work Force. Report Based on A Meeting Held at the Carnegie Corporation (New York, New York, November 7-8, 1990).

Carnegie Corp. of New York, N.Y.

Pub Date—Nov 90

Note—77p.

Pub Type—Collected Works—Proceedings (021)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors: Career Ladders, Child Caregivers, Child Care Occupations, Cooperative Planning, Day Care, Demand Occupations, Early Childhood Education, Financial Needs, Government Role, Inservice Education, Professional Development, Staff Development, Teacher Education, Training, Trend Analysis.

Findings from a meeting that brought together 35 U.S. experts on early childhood education are synthesized in this report on high quality early education and child care programs. The report is based on participants' responses to the following issues: (1) the state of knowledge about the effectiveness of preparation and training efforts; (2) the most important issues challenging preparation and training delivery systems; (3) ways to finance new programs; and (4) policy and program development strategies to improve early childhood preparation and training programs that the federal government, the states, and the private sector should pursue. The skyrocketing increase in child care needs nationwide is cited, and it is emphasized that quality is as important as quantity in service delivery. Specific topics addressed in the report include: supply and turnover problems; lack of adequate career ladders and differentiated staffing patterns; lack of professional and financial incentives; lack of demand for trained personnel; approaches to increasing financial incentives; strategies for tailoring training to specific needs; the importance of creating linkages between regulatory systems and of reducing fragmentation among institutions of higher education; and the urgent need for comprehensive and collaborative planning. Appended are a list of participants and the agenda for the meeting; resources for early training programs and curricula; a bibliography; and related materials. Contains 51 references. (LB)

ED 303 639

CE 051 905

Beyond the Debate: Perspectives on the Preparation of Vocational Education Teachers.

University Council for Vocational Education.

Pub Date—Nov 88

Note—135p.

Available from—Curriculum Publications Clearinghouse, Horbath Hall 46, Western Illinois University, Macomb, IL 61455 (\$9.50).

Pub Type—Collected Works—General (020)—Reports—Research (143)—Opinion Papers (120)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors: Curriculum, Educational Needs, Educational Policy, Educational Research, Educational Trends, Education Work Relationship, Futures (of Society), Instructional Improvement, Nontraditional Students, Postsecondary Education, Secondary Education, Staff Development, Teacher Education, Training, Vocational Education, Vocational Education Teachers.

This monograph examines issues central to a number of education reform proposals for secondary and postsecondary vocational education. Nine papers, chosen by a jury of the University Council for Vocational Education, are included: "Changing Workplace—Changing Education" (Douglas C. Smith); "Vocational Teacher Education: Emerging Patterns for General Studies, Academic Majors, and Professional Education" (Steve Tozer, Robert E. Nelson); "Considerations for Vocational Teacher Education Reform" (Roger Luft, Mary E. Zimmerman, Lydia Z. Kercher); "Establishing Linkages for Vocational Teacher Education Reform" (Sharon O'Neill, John Washburn); "The Knowledge Base for the Redesign of Vocational Teacher Education" (Mildred Barnes Griggs, Catherine Burnham); "Forces Affecting the High School Curricula and Their Implications upon Vocational Teacher Education" (Jack Rudolph, Betty Fry, Lowell Barry); "Implications of Increasing Numbers of Nontraditional Students for Vocational Teacher Education Reform" (Robert E. Nolan, William R. Venable); "The Place of Training and Development in Vocational Teacher Education: A Strategic Opportunity" (James A. Leach, Dale T. Snauwaert); and "Influencing Vocational Teacher Education Policy through Research" (Richard L. Lynch). (KC)

PS 019 861

EJ 387 832

SE 541 186

The OTA Report: Teachers, Training, and Technology. Scrogan, Len. Ed. *Classroom Computer Learning*, v9 n4 p80-85 Jan 1989 (Reprint: UMI)

Descriptors: Computers, Computer Uses in Education, Inservice Teacher Education, Job Training, Microcomputers, Preservice Teacher Education, Professional Training, Reports, Science and Society, Technology, Technology Transfer, Teacher Education, Teacher Improvement, Training.

Identifiers: Office of Technology Assessment

Examines the conclusions drawn by the Office of Technology Assessment on integrating new technologies into the classroom. Lists steps for training success factors contributing to effective in-service computer education programs: barriers to technology acceptance and priorities recommended for colleges of education. (MVL)

EJ 292 644

CE 514 056

Trainers Tomorrow. de Rita, Giuseppe. *Vocational Training Bulletin*, n13 p3-5 Dec 1983.

Descriptors: Trainers, Training, Long Range Planning, Teacher Education.

Discusses three current prevailing uncertainties in the field of training: the trainer uncertainty as to the cultural foundation for training; uncertainty as to level of responsibility; and uncertainty as to the market for training. (NRJ)

ED 311 309

CE 053 444

Whitford, Ellen V. Hyman, Ronald T.

Rutgers Train the Trainer Program: Teaching

Noncareer Prospective Teachers How To Teach.

Pub Date—6 Oct 89

Note—23p. Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Atlantic City, NJ, October 6, 1989).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors: Adult Education, Learning Activities, Professional Training, Program Evaluation, Student Educational Objectives, Teacher Education, Teacher Educators, Trainers, Training, Training Methods, Training Objectives.

The Rutgers Train the Trainer Program (RTTP) is a 2-day intensive workshop for teaching noncareer prospective teachers. Seven essential principles of the program are as follows: (1) teachers of prospective teachers should model the elements of effective teaching; (2) teachers should adopt an overall approach to their students that centers on mutuality and joint purpose; (3) teachers should strive to create a sense of group belonging among the participants; (4) teachers should use a range of whole group, small group, and individual teacher-student approaches to teaching; (5) teachers should develop content by building on the contributions of the students; (6) practice teaching for prospective teachers should be real, not simulated; (7) teachers of prospective teachers should provide meaningful feedback during coursework and after each practice teaching experience. Student training objectives are skill acquisition and knowledge including: (1) an understanding of the characteristics of desirable two-way communication; (2) strategies for effective teacher questioning and fielding of student talk; (3) the characteristics of three basic strategies of teaching—presenting, enabling, and exemplifying; (4) understanding of the relationships occurring within the triad of teacher, student, and subject matter; (5) the role of analogies, anecdotes, metaphors, examples, and parallel cases in giving explanations; (6) the fundamental questions to answer when preparing a lesson plan; and (7) ability to prepare various types of audiovisual materials and understand their role in the classroom. (A 13-item reference list is attached.) (NLL)

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XIII. TEACHER EDUCATION: EQUAL EDUCATION

EJ 418 780 IR 522 449
Computers in Schools: A New Source of Inequality. Papp, C. And Others. *Computers and Education* v14 n6 p537-41 1990

Descriptors: *Computer Assisted Instruction; Computer Literacy; Courseware; Elementary Secondary Education; *Equal Education; Microcomputers; School Districts; Socioeconomic Status; State School District Relationship; State Surveys; Teacher Education; *Identifiers: *Computer Equity; United States (South)

This study investigated the use of microcomputers in elementary and secondary schools in one southern state. The availability of hardware, software, and personnel resources is discussed. Student access in relation to both level and socioeconomic status is examined and recommendations to alleviate inequalities in computer access are given. (five references) (LRW)

EJ 344 516 CE 518 658
The Emergence of a Nonracist Approach to Sex Equity. Smith, Nancy. *Educational Considerations* v15 n1 p13-14 Win 1988

Descriptors: *Equal Education; Teacher Education; *Sex Fairness; *Racial Bias; Models; *Sex Bias Note: Available from College of Education, Kansas State University, Manhattan, KS 66506.

The author reviews the literature on sex equity, especially in relation to education. She demonstrates that a non-racist approach to sex equity has emerged, but is not yet in universal use. (CH)

EJ 304 341 HE 518 450
Sex Equity as a Curricular Issue. Holleran, Paula. *Higher Education Review* v16 n3 p9-15 Sum 1984 (Reprint: UMI)

Descriptors: Higher Education; Sex Discrimination; *Women's Studies; *College Curriculum; *Feminism; Women's Education; *Teacher Education; Educational History; *Equal Education; *Sex Fairness

This review and analysis of the history and issues related to sex equity in higher education curricula looks at the goals of women's studies, the structure of women's studies offerings, support among both men and women, funding, and the lack of support in state teacher certification requirements and textbooks. (MSE)

EJ 401 868 UD 514 819
Cultivating the Thinking Skills of Low Achievers: A Matter of Equity. Foster, Gail Edgill. *Journal of Negro Education* v38 n4 p461-67 Fall 1989 (Reprint: UMI)

Descriptors: Basic Skills; *Critical Thinking; *Curriculum Development; Disadvantaged Schools; Disadvantaged Youth; Educational Improvement; Educational Practices; *Educationally Disadvantaged; Elementary Secondary Education; *Equal Education; *Low Achievement; *Low Income Groups; Teacher Education

Identifiers: Blooms Taxonomy; Empowerment; Knowledge Acquisition; *Thinking Skills

Advances the following premises: (1) the thinking skills of low achievers should be cultivated as much as those of high achievers; (2) low achievers can be taught higher order thinking skills; and (3) the cultivation of effective thinking skills is at least as important as mastery of basics. Presents five recommendations for change. (AF)

EJ 375 686 SP 517 927
Equity as Student Opportunity to Learn. Murphy, Joseph. *Theory into Practice* v27 n2 p145-151 Spr 1988 (Reprint: UMI)

Descriptors: *Equal Education; Outcomes of Education; Teacher Education; Access to Education; *Educational Policy; Public Education; Ability Grouping; *Educationally Disadvantaged; Curriculum; Time on Task; Instructional Effectiveness; Elementary Secondary Education

This article discusses educational equity in terms of access to learning, to resources, and to school, especially among students who are tracked in low ability groups. Given this conception of knowledge equity, equity may only be realized through the actions of local district and school staff. (JL)

ED 272 533 TM 860 469
Hillard, Ann G. III
Information for Excellence and Equity in Education.

Spots Agency—National Center for Education Statistics (ED), Washington, DC.

Pub Date—[Oct 85]

Note—20p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985, see TM 860 450.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors: Curriculum Evaluation; *Data Collection; Educational Policy; *Educational Quality; Elementary Secondary Education; *Equal Education; Preschool Education; Private Schools; Public Schools; *Research Needs; School Surveys; Special Education; Standardized Tests; Teacher Education

Identifiers: *National Center for Education Statistics

Refinement and expansion of the focus and scope of existing data gathering services will improve the technical quality and utility of the National Center for Education Statistics (NCES) data programs. Data that support our ability to move toward excellence and support our move toward equity. In order to address policy issues from an equity perspective, data on the following should be collected: (1) public schools and private schools; (2) level and type of school support; (3) stability of teacher and pupil populations; (4) access to pre-school; (5) patterns of special education placement and patterns of mobility among programs by students; (6) international comparisons; (7) race by sex information; and (8) levels of aggregation. Certain data can illuminate the quality of the instructional offerings. Specific recommendations related to excellence include: collecting and reporting data on the academic major and minor preparation of certified staff, working with Chief State School Officers to develop a common nomenclature for key academic courses, and working with State Officers to develop standardization in testing that is feasible and appropriate. (JAZ)

EJ 381 242 UD 514 004
Teacher Education Reform: Issues of Equity and Accountability. Marcoulides, George A.; Heck, Ronald H. *Urban Review* v20 n2 p125-34 Sum 1988 (Reprint: UMI)

Descriptors: *Accountability; College Students; *Equal Education; Higher Education; *Minority Group Teachers; Retention (Psychology); Standardized Tests; Teacher Certification; *Teacher Education; Teacher Improvement; Teacher Shortage; Teacher Qualifications; *Teacher Recruitment; *Urban Teaching; Educational Change

Identifiers: California Basic Educational Skills Test

Examines recent policy changes in teacher education and how they impact on the recruitment and retention of minority students. Focuses on the conflicting concerns for both accountability and equal educational opportunity. (FMW)

EJ 346 546 CE 517 568
Equality Is Excellence: Transforming Teacher Education and the Learning Process. Short, Ira. *Harvard Educational Review* v56 n4 p406-26 Nov 1986 (Reprint: UMI)

Descriptors: *Educational Change; Equal Education; Minority Groups; Multicultural Education; *Nondiscriminatory Education; Politics of Education; *Teacher Education Note: Special Issue: Teachers, Teaching, and Teacher Education.

The author suggests that conservative economic and school policy is responsible for a decline in the quality of teaching, basing his analysis on observation of the current reform wave. He suggests that teacher education must be critical, multicultural, student-centered, oriented toward equality, and demoralizing if it is to prepare inspirational teachers. (Author/CH)

ED 315 850 EA 021 538
Stromquist, Nelly P.
The State and Gender Equity in U.S. Education.

Pub Date—Jul 89

Note—31p.; Revised version of paper presented at the Annual Meeting of the Comparative and International Education Society (Cambridge, MA, March 31-April 2, 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors: Course Content; Educational Administration; *Educational Legislation; Elementary Secondary Education; *Equal Education; *Federal Legislation; *Females; *Laws; School Organization; *Sex Discrimination; *Sex Fairness; Teacher Education

To improve the condition of women in education, women have utilized legislation, particularly federal legislation. Three main federal statutes have protected women's rights in education since 1972. These are the Title IX of the Educational Amendments Act of 1972, the Women's Educational Equity Act passed in 1975, and the Vocational Amendments Act of 1976. In addition, 13 states have enacted legislation that parallels Title IX, and 31 states have some legislation prohibiting sex discrimination in primary and secondary education programs. The implementation of the three federal laws dealing with gender equity are reviewed in detail. The specific changes and achievements have occurred in the areas of textbook materials, curriculum content, teacher training, access of women to advanced educational programs, presence of women in educational institutions as faculty and administrators, and incentives for students. Several elements exist between the legislation and the observed outcomes; these elements focus on inputs in place, transformations in educational organizations, and transformations in students. Ten tables are appended. (34 references) (SF)

ED 322 231 UD 026 844

Milner, Norma J. Gonzalez, Frank, Ed.
Modeling Equitable Behavior in the Classroom.
Training Module V.

Desegregation Assistance Center - South Central
Collaborative of Region VI, San Antonio, TX;
Intercultural Development Research Association,
San Antonio, Tex.

Spons Agency—Department of Education, Wash-
ington, DC.

Pub Date—88

Grant—000-874-5255

Note—63p. For related documents, see UD 026
838-849.

Available from—Intercultural Development Re-
search Association, 5835 Callaghan Road, Suite
350, San Antonio, TX 78228 (\$7.50, set of 12
modules, \$75.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Avail-
able from EDRS.

Descriptors—*Attitude Change, *Behavior Modifi-
cation, *Classroom Techniques, Elementary Sec-
ondary Education, Equal Education, Equal
Opportunities (Jobs), Learning Modules, *Sex
Bias, *Sex Stereotypes, *Teacher Behavior,
Teacher Education
Identifiers—National Origin Desegregation Assis-
tance Centers

Techniques of modeling equitable behavior in the
classroom is the subject of this training module. It
guides trainers through the activities and lessons
necessary to aid education personnel in identifying sources
and effects of sex stereotyping and bias in the classroom
setting and in society as a whole. Seven activities are
described and materials, including 17 transparency
masters and 8 handouts, are contained within the
module. Goals for the participants are the following:
(1) to become familiar with the nature and effects of
gender bias in the classroom setting, (2) to assess the
various types of nonverbal behaviors that contribute
to gender bias in the classroom, (3) to assess various
verbal communication patterns that contribute to
gender stereotyping in the classroom, and (4) to
develop an action plan promoting educational equity
in the classroom. The suggested time for com-
pletion of the module is 3 hours. Eight more training
modules and three technical assistance modules re-
lated to desegregation and equity are available.
(VM)

EJ 381 230 UD 513 992

Impact of Integrated Education on Blacks in the
South: A Participation Crisis. Busby, Doris A.;
Barrett, C. Allen. *Equity and Excellence*, v23 n4
p37-62 Sum 1988 (Reprint: UMI)

Descriptors—Academic Achievement, *Black
Students, *Black Teachers, Census Figures,
College Students, *Desegregation Effects,
Educational Attainment, Elementary School
Students, Elementary Secondary Education,
*Enrollment Trends, Equal Education, Equal
Opportunities (Jobs), Graduate Students, Higher
Education, Labor Force, *Racial Segregation,
*School Desegregation, Secondary School
Students, Teacher Education

Blacks' participation in the educational establishment has
decreased since 1970 in the following areas: (1) elementary
and secondary education, (2) postsecondary education, (3)
graduate degrees, (4) faculty appointments, and (5) labor
force professionals. The decline of minority teachers in
American schools will adversely affect all children. There
must be equal opportunity in education. (BJV)

ED 322 229

Love, Fern, Gonzalez, Frank, Ed.
Sex Stereotyping and Bias: Their Origins and
Effects. Training Module IV.

Desegregation Assistance Center - South Central
Collaborative of Region VI, San Antonio, TX;
Intercultural Development Research Association,
San Antonio, Tex.

Spons Agency—Department of Education, Wash-
ington, DC.

Pub Date—88

Grant—000-874-5255

Note—63p. For related documents, see UD 026
838-849.

Available from—Intercultural Development Re-
search Association, 5835 Callaghan Road, Suite
350, San Antonio, TX 78228 (\$7.50, complete set
of 12 modules, \$75.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Avail-
able from EDRS.

Descriptors—*Bias, Civil Rights, Classroom Envi-
ronment, Elementary Secondary Education,
Equal Education, Equal Opportunities (Jobs),
*Females, Learning Modules, Male-Male Rela-
tions, *Sex Bias, *Sex Stereotypes, Teacher Edu-
cation, Technical Assistance
Identifiers—National Origin Desegregation Assis-
tance Centers

The origins and effects of sex stereotyping and bias
is the subject of this training module. It guides train-
ers through the activities and lessons necessary to
aid education personnel in identifying sources and
effects of sex stereotyping and bias in the classroom
setting and in society as a whole. Seven activities are
described and materials, including eight transparency
masters, four handouts, and 17 visual items,
are contained within the module. Goals for the par-
ticipants are the following: (1) to become aware of
the socioeconomic and psychological effects of sex
role stereotyping, (2) to become aware of ways in
which gender bias and stereotyping are manifested
in the classroom setting, and (3) to review sources
and effects of gender bias stereotyping in the me-
dia. The suggested time for completion of the mod-
ule is 3 hours. Eight more training modules and
three technical assistance modules related to deseg-
regation and equity are available. (VM)

EJ 364 515

Guidelines for Integrating Nonsexist, Multicultural
Education in the University Methods Class. Man-
gano, Nancy. *Educational Considerations*, v15 n1
p2-5 Win 1988

Descriptors—*Equal Education, *Multicultural
Education, Course Content, Teacher Education,
Postsecondary Education, *Methods Courses,
*Sex Fairness, Curriculum Development
Note: Available from College of Education,
Kansas State University, Manhattan, KS 66506.

The author suggests ways in which teaching methods in-
structors can integrate equity information into their re-
spective courses by using an inclusionary approach to
information sharing. She provides an example of how
reading methods professors can adapt their courses to this
purpose and offers suggestions for adapting courses. (CH)

EJ 339 162

National Task Force on Education Technology.
"Transforming American Education: Reducing the
Risk to the Nation." Gubser, Lynn. *TechTrends*,
v31 n4 p10-24,35 May-Jun 1986 (Reprint: UMI)

Descriptors—Cost Effectiveness, Educational
Needs, *Educational Planning, *Educational
Technology, Educational Trends, Elementary
Secondary Education, *Equal Education,
Financial Support, Futures (of Society),
*Information Technology, *Instructional
Effectiveness, *Instructional Improvement,
Microcomputers, Position Papers, Research and
Development, Teacher Education, Technological
Advancement, Computer Uses in Education

Identifiers—*National Task Force on Educational
Technology

Presents the report of the National Task Force on Educa-
tional Technology, which focuses on current and emerging
needs of learners rather than technology itself. It concludes
the creative and appropriate use of information technol-
ogy can help improve the quality of learning, increase
educational equity, and ensure greater cost effectiveness.
(MJK)

UD 026 842

EJ 419 264

Multicultural Teacher Education and Supervision:
A New Approach to Professional Development.
Davidman, Patricia Terry. *Teacher Education
Quarterly*, v17 n3 p37-52 Sum 1990 (Reprint:
UMI)

Descriptors—*Preservice Teacher Education;
*Student Teachers, *Supervision, Teaching
Methods, *Multicultural Education, Cultural
Awareness, Equal Education, Teaching Skills,
Higher Education, Teacher Education

Identifiers—California Polytechnic State University

An approach to supervision that is closely linked to multi-
cultural teaching and educational equity is needed within
teacher education. A rationale for a specific conception of
multicultural teacher education is presented. In supervi-
sion derivative, multicultural supervision, is examined
along with concepts and implementation strategies from a
California teacher education program. (SM)

EJ 406 998

Studying the Education of Educators: From Con-
ception to Findings. Goodlad, John I. *Phi Delta
Kappan*, v71 n9 p698-701 May 1990 (Reprint:
UMI)

Descriptors—*Teacher Education, *School
Effectiveness, *Social Problems, *Socialization;
*Peer Relationship, Higher Education, Schools
of Education, Equal Education

Identifiers—*Study of the Education of Educators;
*Isolation (Professional)

Reviews the design and conduct of the Study of the Edu-
cation of Education (SEE) project. Reports findings con-
cerning institutional context, teacher candidates and their
perceptions about becoming teachers, some characteristics
and views of education faculty members, and the nature
and conduct of the preparation programs studied. Includes
16 references. (MLH)

EJ 339 788

The Unfinished Agenda: Some Implications for Re-
search in Secondary Vocational Education. Phelps,
L. Allen, Hughes, Ruth P. *Journal of Vocational
Education Research*, v11 n2 p51-72 Spr 1986
(Reprint: UMI)

Descriptors—Access to Education, Basic Skills,
Educational Research, Employed Parents, Equal
Education, Field Experience Programs,
*Research Methodology, *Research Needs,
*Research Reports, Secondary Education,
Teacher Education, *Vocational Education
Identifiers—*National Commission for Secondary
Vocational Educ., *Unfinished Agenda (The),
Longitudinal Analysis

The article (1) examines the inquiry process and discusses
questions raised by the National Commission for Sec-
ondary Vocational Education, (2) identifies implications for
policy research, educational research, and evaluation re-
search, and (3) offers observations about research on voca-
tional education in secondary schools. (Author/CH)

EJ 326 187

The Unfinished Agenda: The State of the Nation
in Vocational Education. Herr, Edwin L. *Journal
of Industrial Teacher Education*, v23 n1 p49-58
Fall 1985 (Reprint: UMI)

Descriptors—*Teacher Education, *Teacher
Educators, *Vocational Education, *Educational
Needs, *Vocational Education Teachers, *Access
to Education, Equal Education, Curriculum
Development, Articulation (Education),
Leadership, Secondary Education

Identifiers—*National Commission on Secondary
Vocational Educ.

Note: For the Commission report, see ED 351
622.

In this comment, the author describes the work findings
and recommendations of the National Commission on
Secondary Vocational Education. Also, he considers the
implications of the Commission's report for teacher edu-
cation. (CT)

SP 320 062

EA 324 382

EJ 311 782 EA 518 307
The High School and the University: What Went Wrong in America, Part 1. Clark, Burton R. *Phi Delta Kappan*, v66 p391-97 Feb 1985 (Reprint: UMI)
 Descriptors: *High Schools, *Teacher Education, *Equal Education, *Comparative Education, Higher Education, Foreign Countries, Comparative Analysis, Comprehensive Programs, Governance, Track System (Education), College School Cooperation, Public Education, Educational Opportunities, Educational Quality, Foundations of Education

High schools and teacher training institutions in the United States exhibit different characteristics than those exhibited by similar schools in other countries. These differences are rooted in America's history and help explain why secondary education and higher education in America are not coordinated in ways that consistently promote educational excellence. (PQD)

ED 328 770 CE 056 980
Khatel, Ibrahim Adams.
Significant Issues Confronting Vocational Education: Implications for UCVE Institutions.
 University Council for Vocational Education.
 Pub Date—Nov 90
 Note—73p.

Pub Type—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Access to Education, Administrator Attitudes, Basic Skills, Curriculum, Data Analysis, Educational Research, *Equal Education, Excellence in Education, Higher Education, Leadership, Literature Reviews, *Needs Assessment, Program Effectiveness, Program Evaluation, Public Relations, Role of Education, Secondary Education, Sex Factors, Standards, Teacher Attitudes, Teacher Education, Technological Advancement, *Vocational Education

A study identified significant issues currently confronting vocational education and described what role(s) the University Council for Vocational Education (UCVE) might pursue relative to each issue. To identify significant issues, a literature review, analysis, and consensus building were used. A Delphi method was used to build consensus on the importance of the issues identified. A 4-point Likert-type scale was sent to 65 respondents, who rated the degree of importance of clusters, categories, and issues. Data showed that all five clusters had over 300 ratings. Only one achieved a high-level consensus on the degree of importance. Of the 21 categories, the highest rated was Purposes and Outcomes, then Teacher Education followed by Leadership. The Support Services category received the lowest mean rating of 2.87. The Purposes and Outcomes and the Support Services categories received high-level consensus ratings on the degree of importance. Of 94 issues, respondents achieved a high consensus on the degree of importance of 17, 36 issues received a medium-level consensus. UCVE institutional representatives who were mailed the results recommended various actions for each category. (Appendices include the list of issues and their ratings, a participant list, and 77 references.) (YLS)

EJ 309 348 SP 314 356
Forward to Fundamental Learning and the 4th R. Haywood, H. Carl, And Others. *Paedagogical Journal of Education*, v61 n3 p16-35 Apr 1984 (Reprint: UMI)
 Descriptors: *Equal Education, *Educational Quality, Compensatory Education, *Change Strategies, Teacher Education, Elementary Secondary Education, *Cognitive Development, *Curriculum Development, Teaching Styles, *Teacher Role

If schools are to combine the goals of equality and excellence, teachers and curricula must teach students to think in a structure of a supportive environment. Problems with the educational system are discussed. Cognitively oriented curricula and teaching strategies have had positive results in some programs. (DF)

ED 316 915 EA 021 547
Bulough, Robert V., Jr.
The Forgotten Dream of American Public Education.
 Report No.—ISBN-0-8138-0004-0
 Pub Date—88
 Note—155p.
 Available from—Iowa State University Press, Ames, IA 50010.

Pub Type—Books (010)—Opinion Papers (120)
 EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Change, Educational Environment, *Educational Improvement, *Educational Objectives, Elementary Secondary Education, *Equal Education, Outcomes of Education, Public Schools, *Role of Education, *School Community Relationship, School Role, Student Role, Teacher Education, Teacher Role
 Based on observation and experience, analysis translates into a proposal for reform. Eight essays explore in personal terms several troubling educational issues undergirded by the fundamental belief that the purpose of public education is the cultivation of civic virtue. The first essay addresses the widespread loss of faith in public schooling. In the second essay, qualities are described that students are encouraged to develop through their experience of schooling. In addition, these qualities are discussed in relationship to the qualities that are needed for society to become more compassionate. A critique of commonplace assumptions that underpin the commitment to sorting and labeling comprises the third essay's topic. Questioning the assumptions that standardized tests perpetuate constitutes essay 4. Essay 5 describes current practices and issues in teacher education. Essay 6 presents an analysis of the type and quality of school knowledge and describes the promising directions for improvement. Conditions necessary for the development of creativity in the public schools is the focus of essay 7. In the concluding essay, some of the metaphors used by Americans as they ponder the issues of public education are analyzed. In addition, an alternative metaphor—"school and community"—is offered as a means for thinking about public education and the public world. (JAM)

EJ 297 446 SP 313 793
The Critical Issues of Excellence and Equity in Competency Testing. Smith, G. Prichy. *Journal of Teacher Education*, v35 n3 p6-9 Mar-Apr 1984 (Reprint: UMI)
 Descriptors: *Minimum Competency Testing, *Equal Education, *Teacher Education, *Minority Group Teachers, Teacher Certification, Teacher Qualifications, Elementary Secondary Education, *Teaching (Occupation)

A positive effect of the competency testing movement is that it will reveal the nation's greatest educational failure—understanding minority achievement and developing successful instructional delivery systems for minority youth. Collaborative leadership from teachers, professional education, and the public must challenge the development of new ways to perpetuate old inequities. (CJ8)

ED 294 951 UTD 026 179
Timpane, Michael, And Others.
Reducing Dropouts.
 California Univ., Los Angeles, Center for the Study of Evaluation.
 Spons. Agency—Office of Educational Research and Improvement (ED), Washington, DC.
 Pub Date—Nov 87
 Grant—OERI-G-86-90003

Note—41p.; In: Making Schools Work for Underachieving Minority Students: Next Steps for Research, Policy, and Practice. Proceedings of the Conference, see UD 026 176.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Community Programs, Dropout Prevention, Dropout Programs, *Dropouts, Educational Improvement, Elementary Secondary Education, Equal Education, Family School Relationship, *High Risk Students, *Hispanic Americans, Lower Class Students, *Minority Group Children, *Program Development, Program Effectiveness, School Business Relationship, *School Community Relationship, Teacher Education, Underachievement, Urban Education
 Identifiers—*Collaboratives, Michigan (Flint), New York (Rochester)

A group of three conference papers, all addressing the subject of effective programs to decrease the number of school dropouts, is presented in this document. The first paper, "Systemic Approaches to Reducing Dropouts" (Michael Timpane), asserts that dropping out is a symptom of failures in the social, economic, and educational systems. Dropping out is the anti-climactic conclusion of a long, visible, and painful process, and the dropout problem will continue to worsen. Approaches to reducing the number of dropouts are suggested. The second paper, "Reducing Dropouts through Community Promoted Initiatives" (Roger D. Mitchell), consolidates suggestions for reducing dropouts through community and business promoted initiatives developed by community task forces on education in Rochester, New York, and Flint, Michigan. The third paper, "Innovative Community Sponsored Projects" (Lori S. Orum), discusses community-based approaches to improve the educational status of Hispanics developed by the National Council of La Raza, such as the Academia del Pueblo, Project Success, Project Second Chance, Parents as Partners, and the Teacher Support Network. Current project activities in Kansas City, Missouri, Rochester, New York, Phoenix, Arizona, Houston, Texas, and Chicago, Illinois are discussed and activities in other areas are briefly summarized. (BJV)

BEST COPY AVAILABLE

ED 346 310 CE 039 436

Agates, Joel H. And Others
 Excellence in Vocational Education: Four Levels,
 Four Perspectives.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio
 Spons Agency—National Inst. of Education (ED),
 Washington, DC

Pub Date—84
 Contract—400-81-0035

Note—53p
 Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order # IN 287)

Pub Type—Opinion Papers (120) — Information Analyses — ERIC Information Analysis Products (071)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Academic Standards, Adult Vocational Education, Basic Skills, Curriculum Development, Educational Change, Educational Objectives, Educational Policy, Educational Quality, Equal Education, Instructional Improvement, Postsecondary Education, Public Schools, School Business Relationship, School Effectiveness, Secondary Education, Teacher Education, Teacher Improvement, Vocational Education, Vocational Education Teachers

The papers in this compilation address excellence in vocational education from the perspectives of four educational levels—secondary, postsecondary, adult, and teacher education. The implications of the recent national study reports on education are examined for each level, and standards of excellence and recommendations for action are suggested.

First, Joel H. Magpas considers how secondary vocational education will be affected by the national report recommendations. Describing what constitutes excellence at this level, he lists an agenda for action to influence policy at state and local levels.

Next, Madge L. Atwood reviews implications for postsecondary vocational education curriculum, teachers, and teaching, focusing on the need for balance between excellence and equity. The increasing importance of adult vocational education in an era of demographic change is emphasized by Susan Noel, who discusses factors affecting quality in the diverse programs at this level. Finally, Ruth Pierce Hughes reports on the recommendations of the national studies as well as extant research on teacher preparation, especially the education of beginning teachers, and makes specific suggestions for vocational teacher education. A list of references concludes the compilation. (SK)

ED 262 111 UD 024 399

Reuter, Lutz-Rainer. And Others
 Education between Quality and Equity.
 Hochschule der Bundeswehr, Hamburg (West Germany)

Pub Date—Jun 84
 Note—59p: Paper presented at a workshop on "Education Between Quality and Equity" (New Britain, CT, October 15-19, 1984)

Pub Type—Reports - General (140) — Speeches/Meeting Papers (150) — Translations (170)
 EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Adult Education, Educational Games, Educational Policy, Elementary Secondary Education, Equal Education, Game Theory, Learning Activities, Migrant Education, Multicultural Education, Simulation, Teacher Education, Teaching Skills
 Identifiers—West Germany

Papers read by three German educationalists at a workshop on "Education between Quality and Equity" are included in this document. The first, by Hans Leo Reimann, is entitled "Simulated Reality: The Instructional Objectives within the Framework of Pedagogical Paper Plays." This paper describes a gaming method of simulating realistic planning and decision-making situations for adults. The second paper, by Lutz-Rainer Reuter, is "Migrants' Education as a Focus of the FRG Educational Policy between Quality and Equity." It outlines themes that have dominated West German educational policy since World War II and then focuses specifically on the education of migrants and the concept of intercultural education. Finally, the third paper, by Hans Ritscher, is called "A Concept of Basic Teaching Abilities." It discusses directions in teacher training that might be useful for developing a fundamental repertoire of skills and behaviors that enhance teacher performance beyond the level of competence in a special field or educational level. (KH)

ED 281 017 CE 046 867

Rosenfeld, Stuart A. Ed.
 Technology, the Economy, and Vocational Education.

Carnegie Forum on Education and the Economy,
 Washington, DC

Pub Date—Nov 86
 Note—114p.

Available from—Southern Growth Policies Board, P.O. Box 12293, Research Triangle Park, NC 27709 (\$10.00).

Pub Type—Collected Works - General (020) — Opinion Papers (120) — Information Analyses (070)

EDRS Price — MF01/PC05 Plus Postage.

Descriptors—Access to Education, Agricultural Education, Conference Proceedings, Delivery Systems, Economic Change, Educational Change, Equal Education, High Schools, Job Skills, Minority Groups, Secondary Education, Teacher Education, Teacher Supply and Demand, Technological Advancement, Vocational Education, Vocational Education Teachers

Papers, panels, and commentaries (responses) are provided from a conference attended by traditional educators, vocational educators, and economists to discuss the impact of technology on vocational education in the high school and suggest appropriate responses. The introduction is by Stuart Rosenfeld. The first three papers address the theme of the impact of technology on the economy: "Changes and Choices: A Review of Technology's Impact on Vocational Education in the High School" (Stuart Rosenfeld), "New Skills for the Changing Economy" (Ray Marshall), and "The New Economy: Hope versus Realities" (Stephen Roach). The next two papers focus on new conceptions of vocational education. They are "Facing an International Economy: The Need for Structural Change in Education" (Marc Tucker) and "A View from Industry: Challenges for Worker Training" (Harry LeCointe). Two commentaries are by Jay Robinson and Addison Hobbs. The next three presentations on the nature of the vocational education system itself are "Rethinking the Delivery of Vocational Educational Programs in Secondary Schools" (E. Garret Hoachlander), "Equity and Vocational Education" (Carol Gibson), and "Linking Theory and Practice: Innovation in the Structure of Secondary Education" (David Mandel). J. Barry Ballard and Ann Bardwell provide commentaries. Two papers focus on the vocational education teaching profession, supply and demand, and preparation. They are "The Education of High School Vocational Educators" (Willis Hawley) and "Vocational Agriculture Teacher Preparation" (Jasper Lee). Commentaries by Sara Shelton and Joe Nathan are presented next. Neal Peirce summarizes the proceedings. (YLB)

ED 373 344 TM 860 480

Scott-Jones, Diane
 Amazing American Education: Striking Resources, Growing Demands.

Spons Agency—National Center for Education Statistics (ED), Washington, DC

Pub Date—Jun 85

Note—26p.; In: *Leveled Papers: Elementary/Secondary Education Data Review Project*, October 1985, see TM 860 450.

Pub Type—Opinion Papers (120)
 EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Adolescent Development, Bilingual Education, Child Development, Computers, Data Collection, Dropout Rate, Educational Assessment, Elementary Secondary Education, Equal Education, Longitudinal Studies, Preschool Education, Private Schools, Research Design, Research Needs, Teacher Education, Teacher Salaries, Teaching Methods

There is a need for educational research even during financial difficulties. Wisdom and efficiency in spending, careful data collection, and collaboration among agencies should be important goals while resources are scarce. Considering the situation, this paper describes critical issues in elementary and secondary education and the manner in which national data collection efforts might address these issues effectively. The critical issues include the equal importance of equity and excellence as goals of American education. Several phenomena related to the goals of equity and excellence are discussed, including bilingual education, private schools, use of computers in schools, drop-outs, and the transition from school to work. A second major issue is the development of students from childhood through adolescence. Developmental issues include longitudinal studies, especially of elementary school children, preprimary school programs, and adolescent development. The quality of instruction, including teacher preparation and classroom processes, and public perceptions of education are discussed as well. A five-page reference list is included. (JAZ)

XIV. INSERVICE EDUCATION AND PROFESSIONAL TRAINING

- EJ 402 299** EA 524 022
A New Era in the Professional Development of School Administrators: Lessons from Emerging Programmes. Murphy, Joseph. Hallinger, Philip. *Journal of Educational Administration*, v27 n2 p22-45 1989 (Reprint: UMI)
Descriptors: *Educational Administration; *Administrator Education; Administrator Qualifications; *Management Development; Elementary Secondary Education; *Inservice Education; Professional Training; Staff Development; *Program Effectiveness; *Administrator Attitudes; Higher Education

Eleven approaches to administrator training representative of the new era are analyzed. Emphasized are pressure for changes, areas of weakness, common aspects emerging, and problems involved in the new movement in training. (84 references) (S1)

- EJ 391 034** PS 516 717
Long-Term Effects of the Peer-Assisted Leadership Program on Principals' Actions and Attitudes. Barnett, Bruce G.; Mueller, Faye L. *Elementary School Journal*, v89 n5 p559-74 May 1989 (Reprint: UMI)
Descriptors: *Principals; *Management Development; *Inservice Education; *Leadership Training; Assistant Principals; Professional Training; Longitudinal Studies; Leadership Responsibility; Educational Administration; Collegiality; Elementary Secondary Education
Identifiers: *Peer Assisted Leadership Program

Describes long-term effects of the Peer-Assisted Leadership program on participants with regard to their administrative actions, perspectives of their roles as school leaders, and collegial networking and support. (PCB)

- ED 285 906** TM 870 514
Van Tilburg, Emmalou. Archer, Thomas M.
The FINE Concept: A New Approach to Evaluation Education and Attitude Adjustment.
Pub Date—Oct 86
Note—33p. Paper presented at the Annual Meeting of the American Evaluation Association (Kansas City, MO, October 29-November 1, 1986). Best copy available.
Pub Type—Speeches/Meeting Papers (150) — Tests/Questionnaires (160) — Reports — Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors: Adults; *Advisory Committees; Attitude Change; Attitude Measures; Evaluation Methods; *Evaluators; *Extension Education; Formative Evaluation; *Inservice Education; Peer Teaching; Professional Training; Program Attitudes; *Program Development; Program Effectiveness; *Program Evaluation; Skill Development; Volunteers

Identifiers: Ohio Cooperative Extension Service
Demand for accountability and effective programming by the Ohio Cooperative Extension Service (OCES) led to identification of the need for a set of skills and knowledge for extension faculty related to program development through evaluation. This paper describes the training of OCES field faculty in program evaluation skills to be used within a model used by the OCES Accountability Evaluation System. An integral part of the system is the Evaluation Review Task Group, initially nine volunteers (the FINE) especially trained to be resource persons to other OCES personnel. The six-day training program included sessions on data collection and analysis, formative and summative evaluation, interpretation and communication of results, evaluation management, and consultation. Quantitative evaluation of the training was reported in terms of changes in behavior, skills and knowledge, and attitude. Qualitative evaluation of the training indicated a high level of commitment to program evaluation, specific plans for the year, and perceived problems of time availability. Plans were made to continue the program to add more faculty, and to provide specialty training for each member. (The rating scales used for evaluation are appended.) (MDE)

- EJ 402 298** EA 524 021
Myths, Needs and Scruffies: Informing Professional Practice in Educational Administration. Sergiovanni, Thomas J. *Journal of Educational Administration*, v27 n2 p7-21 1989 (Reprint: UMI)
Descriptors: *Educational Administration; *Administrator Education; Administrator Qualifications; *Management Development; Elementary Secondary Education; *Inservice Education; *Professional Training; Staff Development; *Administrator Attitudes; Higher Education

The mindscapes (views) of 'myths,' 'essays,' and 'scruffies' in relation to educational administration and professional practice resemble a 'non-science,' 'applied science,' and 'craft-like science,' respectively. Examined is the suggestion that current preparation and in-service programs for educational administrators could be wrong. (31 references) (S1)

- EJ 351 914** CE 517 937
The Bottom Line. Paquet, Basil, And Others.
Training and Development Journal, v41 n5 p26-33 May 1987 (Reprint: UMI)
Descriptors: Adult Education; *Management Development; *Inservice Education; Professional Training; *Cost Effectiveness; Productivity; Education Work Relationship
Identifiers: CIGNA Corporation

A study at CIGNA Corporation's corporate management development and training program attempted to prove that management training makes a real business contribution. Results demonstrated that net savings directly and indirectly due to the training program were substantial. (CH)

- ED 239 281** CS 208 093
Mazzarella, Emory
A Profile of In-House Teachers of Technical Communication.
Pub Date—43
Note—4p.
Available from—Not available separately; see CS 208 075.
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors: Business; *Course Content; Educational Research; Inservice Education; *Occupational Surveys; Professional Training; Skill Development; *Teacher Characteristics; Teachers; Teaching Methods; *Technical Writing; *Training Methods; Writing Skills
Identifiers: Technical Communication

To develop a profile of in-house, company teachers of technical communication, a six-page questionnaire was administered to technical writing teachers. Of the 52 respondents, 24 offered both formal in-house courses and informal training while 22 conducted only formal courses. Titles, course outlines, and other survey comments revealed that many organizations tailored entire courses—rather than individual seminars—to their main businesses. Most respondents said that courses were aimed primarily at scientists, engineers, or managers of such professionals and dealt with a variety of topics, among them: efficient writing, grammar problems, style, technical content, editing strategies for giving feedback to writers, graphics, audience analysis, readability, proposals, and grantmanship. Three primary teaching methods were used: lecture, in-class writing or other classroom exercises, and group discussion and analysis of writing samples. Sixty-five percent of the respondents said their courses were conducted during working hours—and only during those hours. Almost half said that executive management gave strong support to their programs and an almost equally large segment reported moderate backing. More than a few of the respondents had extensive experience in both teaching and writing. And most in-house teachers said they continued to increase their proficiency in both formal and informal ways. (HOD)

- EJ 401 163** PS 516 621
Training Child Care Personnel in Rural Areas. Canning, Patricia M. *Early Child Development and Care*, v44 p5-11 Mar 1989

Descriptors: *Day Care; *Child Caregivers; *Rural Areas; *Teacher Education; *Inservice Education; *Professional Training; Foreign Countries; Distance Education; Continuing Education

Identifiers: Nova Scotia; Canada; Caribbean
Discusses needs of child care personnel in rural areas. Describes approaches used by Mount Saint Vincent's Department of Child Study to implement pre- and in-service education programs and special projects for rural caregivers in Nova Scotia, Canada, and in the Caribbean. (JUC)

- ED 340 090** EA 022 832
School-Focused Staff Development Guide. Georgia State Dept. of Education, Atlanta.
Pub Date—Jun 90
Note—49p.
Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors: *Educational Planning; Elementary Secondary Education; Inservice Education; *Professional Development; Professional Training; Program Development; Program Evaluation; *Program Implementation; *School Based Management; *Staff Development
Identifiers: Georgia

Evidence suggests that school focused staff development programs are more likely to bring about real school improvement because the individual school is the primary unit of change. These guidelines for the development and implementation of school-focused delivery of staff development programs were prepared for Georgia school systems. The term "school-focused" refers to empowering staff at the school level despite the location of delivery. The introduction to the document presents background information and a model for school-focused staff development. The next section discusses roles and responsibilities of participants, training, and training for implementation. Four steps of implementation—committee organization, needs assessment, plan development, and program implementation—are presented in the next part. An evaluation model and plan are described in the fourth section. The last section discusses the change process with a focus on an adoption model. Appendixes include the staff development plans of counties, components of effective inservice training, Clarke and Richmond evaluation plan format, and evaluation questions. (111 references) (LMI)

XV. MENTORS

- EJ 401 654** SP 519 191
Sexuality and Sex in Mentoring and Tutoring: Implications for Women's Opportunities and Achievement. Haring-Hidore, Marilyn. Paludi, Michele A. *Peabody Journal of Education* v64 n4 p164-72 Sum 1987 (Published 1989) (Reprint UMI)
Descriptors: Higher Education, *Mentors, Interpersonal Relationship, *Sexuality, *Tutoring, *Sexual Harassment, Equal Opportunities (Jobs), *Achievement, Equal Education
Identifiers: *Networking
 It appears that among the three dyadic relationships examined in this article (i.e. grooming mentoring, networking mentoring, and tutoring) grooming mentoring has considerable potential to embrace sexuality and sex in ways that have negative implications for opportunities and achievement, particularly for women. A research agenda is proposed. (IAH)

- ED 332 762** JC 910 282
The Diversity Challenge: A Collection of Model Programs. West Valley-Mission Community Coll. District, Saratoga, CA.
Pub Date—91
Note—74p
Pub Type— Reports - Descriptive (141) - Collected Works - General (020)
EDRS Price— MF01/PC01 Plus Postage.
Description—*Affirmative Action, Community Colleges, Cultural Awareness, Cultural Differences, Cultural Exchange, *Cultural Pluralism, *Equal Education, Ethnic Groups, Females, *Intercultural Programs, Mentors, Minority Groups, Program Descriptions, *Program Implementation, Two Year Colleges
 Model programs designed to promote diversity within the West Valley-Mission Community College District (WVMCCD) in California are discussed and described in this report. First, an introductory chapter, "The Importance of Cultural Issues to Higher Education," by Gustavo A. Melander and Fred Prochaska, reviews the diversity recommendations of the National Center for Postsecondary Governance and Finance, as well as the WVMCCD's commitment to a comprehensive student assessment and placement program, and to an affirmative action plan for hiring. The subsequent chapters, which describe the district's model programs, are entitled: (1) "A Brief Summary of the Cultural Pluralism Program at Mission College," by Jane Patton; (2) "The ADELANTE Project at Mission College," by Barbara Richmond and Nancy K. Wright; (3) "The Cross-Cultural Contact Assignment at Mission College," by Marsha Chan; (4) "The Role of Cultural Diversity in Vocational Courses at Mission College," by JoAnn Hacker; (5) "The Puerto Project at West Valley College," by Mary Carpenter; (6) "SUCCESS—Students Utilizing Cross-Cultural Educational Support and Services: A Mentoring Program for African American Students at West Valley College," by Veronice Anderson and Carolyn Nash; (7) "The Summer Institute, 1990, at West Valley College," by Angelina Rodarte; (8) "Teaching Foreign Languages with a Focus on Cultural Awareness at West Valley College," by Ken Celose and Edith Zepeda; and (9) "Women Making Their Own Way—Conference Report, June 1990 Educational Transition at West Valley College," by Lisa A. Gou and Anne Herman. Finally, Leo Chavez's essay "Reflections on Diversity" concludes the collection. (JMC)

- ED 284 119** CG 020 292
Further, Ann Schilling, Karen Maitland
Sexual Harassment of Women Graduate Students: The Impact of Institutional Factors.
Pub Date—May 87
Note—14p. Paper presented at the Annual Meeting of the Midwestern Psychological Association (59th, Chicago, IL, May 7-9, 1987).
Pub Type— Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price— MF01/PC01 Plus Postage.
Description—College Environment, *College Faculty, *Equal Education, Ethics, Females, *Graduate Students, Higher Education, Mentors, *Power Structure, Sex Differences, *Sexual Harassment, Student Needs, *Teacher Student Relationship
 Sexual harassment is one concern of women graduate students in community psychology programs. When a sexual relationship exists between male faculty and female students, the distribution of power reflects the subordinate status of women and the dominant position of men. Many studies have documented the negative consequences of sexual contact between faculty and students. Walker, Erickson, and Woolsey (1985) suggest three sets of ethical issues raised by such contact: (1) unwanted sexual advances limit the victim's ability to choose when and with whom she will have a sexual relationship; (2) sexualization of a professional relationship interferes with mentoring; and (3) the mentor abuses his power to obtain personal gratification. Sexual harassment within academia may be understood within a framework which suggests that competing moralities are likely to perpetuate such behaviors. A lack of understanding between men and women about what a common set of behaviors means and a difference in perspectives on the role of relationships in the work environment may result in conflict. Community psychology programs can create an environment compatible with the needs of women students by recognizing faculty responsibility to provide equal opportunity to female graduate students in a climate free from sexual intimidation and by calling on universities to foster an empowering climate for these students. (NB)

- ED 256 949** CE 041 519
Smith, Armonia
Linking Education and Industry in Preparing Students for Nontraditional Jobs. Project Model, Final Report.
 Ysleta Independent School District, El Paso, TX. Spons. Agency—Texas Education Agency, Austin.
Pub Date—Aug 84
Note—109p.
Pub Type— Reports - Descriptive (141)
EDRS Price— MF01 Plus Postage. PC Not Available from EDRS.
Description—Access to Education, *Career Education, *Cooperative Programs, Educational Cooperation, Equal Education, Instructional Materials, Interviews, *Linking Agents, Material Development, Mentors, *Nontraditional Occupations, Publicity, Questionnaires, Records (Forms), *Role Models, *School Business Relationship, Secondary Education, Sex Fairness, Student Recruitment, Surveys, Vocational Education
 The Ysleta Schools Vocational Equity Project was implemented to develop and test methods to link education and industry in preparing students for nontraditional jobs. Both factual and attitudinal data were collected from educators, students, employers and employees to accomplish the following project objectives: identify successful role models to link with students to provide first-hand experience and encouragement in nontraditional jobs; provide accessibility to new methods of recruitment in vocational jobs; improve student recruitment for nontraditional jobs; prepare strategies for equal access to vocational education programs; develop methods for making industry aware of qualified students who are interested in nontraditional jobs; and link education and industry in a community effort to enhance students' aspirations and opportunities for employment in nontraditional fields. The following were among the activities and products developed during the project: instructional units for students and teachers; a media campaign to increase awareness of nontraditional workers; an equal access strategies guidebook; a nontraditional role model index; a middle school career program entitled "Future Week," a mentor-protégé program; and a poster set dealing with nontraditional workers (Appendixes to this project report include sample interview guides and evaluation summaries by project participants.) (Author/MN)

- ED 342 642** SO 015 564
Aickman, Esther. Jenny, Joanne
What about Mentors and Women in Academia?
Pub Date—83
Note—14p. Paper presented at the Annual Mid-year Conference of the American Educational Research Association Research on Women and Education Special Interest Group (9th, Tempe, AZ, November 3-5, 1983).
Pub Type— Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price— MF01/PC01 Plus Postage.
Description—Career Development, Educational Environment, *Educational Experiences, Educational Opportunities, Educational Research, Enrichment, Equal Education, *Faculty, *Females, Higher Education, Interprofessional Relationship, Males, *Mentors, Professional Development, *Sex Bias, *Sex Fairness
Identifiers—*Academicians
 A study to compare the mentorship experiences of female and male faculty members in a large research institution of higher education is described. Three hypotheses were defined: (1) mentors are not available to women and men on an equal basis during key points in career development; (2) if the sex of the mentor and person receiving guidance differs, the form of guidance will differ; and (3) people who have had mentors are more likely to serve as mentors for others than those who have not had this experience. Equal numbers of female and male respondents (N=218) responded to a questionnaire concerning presence of mentor, sex of mentor and recipient, moral support provided, degree of sponsorship, professional connections, and career point of mentor guidance. Although over 3/4 of the men and women involved in the study reported having had a mentor themselves, there was a statistically significant difference between their perception about the general availability of mentors. More women than men believed that mentors were not generally available to members of their sex. The study did not indicate that it was particularly important to have a mentor of the same sex. It did indicate that a higher proportion of faculty members who had received guidance and sponsorship by a mentor served as mentors for others. A series of tables show data for each questionnaire item. (LP)

- ED 344 383** EA 016 817
Wright, Lynne A. Buoncrumana, Barbara A.
Educational Finance and Educational Excellence: A Programmatic Approach to School Finance Reform.
 New York City Board of Education, Brooklyn, NY. Planning and Policy Analysis Unit.
Pub Date—Apr 84
Note—21p. Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
Pub Type— Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price— MF01/PC01 Plus Postage.
Description—*Change Strategies, Coordination, Court Litigation, Dropout Prevention, *Educational Equity (Finance), *Equal Education, *Finance Reform, Mentors, Politics of Education, Retrenchment, *School Effectiveness, Work Experience Programs
Identifiers—*New York City Board of Education, Regents Action Plan NY
 School finance reform—traditionally based exclusively on school districts' needs to funding—has been made difficult by fiscal retrenchment on one hand and the educational excellence movement on the other. Fearing that school districts must consider the use as well as the availability of funds, this paper proposes a new definition of equity that encompasses both equality and excellence "equal educational outcomes." After reviewing school finance research and litigation since 1934, the effects of recent retrenchment and the educational excellence movement, the paper discusses means of linking excellence and equity and presents the New York City Board of Education's strategy for doing so. First, establishing a decision-making process that proceeds from general areas of agreement to specific programs; and second, opening communication between schools and outside organizations. Four actions reflecting this dual strategy are reported: (1) an attendance improvement program designed to reduce student attrition; (2) the city school chancellor's opposition to the initial state Regents' Action Plan; (3) a "mentoring program" in which adult volunteers work individually with high school students; and (4) a work experience program offering placement for both high and low achievers. (MCG)

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XVI. PEER INFLUENCE

- 763** UD 511 809
Orientation of Male and Female High School Students to the Educational Disadvantage. Schneider, Frank W. Coultis, Larry M. v13 n1-2 p47-63 Jul 1985
Descriptors: Academic Achievement; Achievement Need; Affiliation Need; Antisocialism; Females; High School Students; Peer Acceptance; Peer Influence; Peer Education; Sex Differences; Socialization
1985 Person Orientation
Examines differences in the person orientation of male and female high school students that may have significant effects on their achievement. Students are particularly susceptible to anti-intellectual influences from the influence of affiliative concerns with achievement. Peer influence may not be relevant to understanding academic underachievement. (Author/SA)

- 364** CG 531 663
Peers as Change Agents for the Socially Disadvantaged Child in the Classroom. Middleton, John. *Journal of School Psychology*, v44 p343-49 Win 1986 (Reprint: UMI)
Descriptors: Change Agents; Children; Intermediate Grades; Elementary Schools; Peer Influence; Classroom Management; Social Discrimination; Social Stigmatization; Middle Schools; Interpersonal Relationships; Peer Acceptance; Attitude Change; Peer Agents; Children
Examines the use of popular students in promoting the self-esteem of socially rejected children. Results from fourth-grade students suggest that popular students effectively directed to enhance the acceptance of rejected children. (Author/ABR)

- 779** CG 017 621
Donald J.
Identity Formation in Relation to Peer Groups.
1985-Apr 84
33p. Paper presented at the Annual Conference of the Rocky Mountain Psychological Association (Las Vegas, NV, April 23-28, 1984).
Descriptors: Opinion Papers (120) - Speeches/Meetings (150)
Price - MF01/PC01 Plus Postage.
Descriptors: Adolescents; Elementary Secondary Schools; Identification (Psychology); Interpersonal Competence; Models; Peer Acceptance; Peer Groups; Peer Influence; Reference Groups; Self Concept; Self Esteem; Social Development; Socialization
1. Identity Formation
The author presents a flowchart model describing the personal process of adolescent identity formation in relation to peers and peer groups within psychological context. The model describes two routes: a secondary route and a vocational route. The secondary route is a process of association with a peer group. If accepted into the group and satisfied with their role in the group, they will either comply with identity with, or they will reject the group's values, beliefs, and behaviors and pursue an identity. Any route other than the secondary route is a vocational route, and it involves more conscious decisions. These are cases where the individual is either satisfied or not accepted and will seek a new strategy with the same group. In the vocational route, the individual is not satisfied after many fruitless attempts, and will (1) keep trying, (2) become an uninvolved observer, or (3) become an "outsider." The model is viewed as a line with the first product being identity formation is considered to be the same for both male adolescents (LLI)

- ED 236 389** CE 037 484
Holland, Dorothy C. Kershner, Margaret A.
Women's Peer Groups and Choice of Career. Final Report.
Policy Research and Planning Group, Inc., Chapel Hill, NC.
Sponsored by—National Inst. of Education (ED), Washington, DC.
Pub Date—30 Nov 81
Grant—NIE-G-79-0108
Note—191p.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors: Career Choice; Career Education; College Students; Educational Research; Females; Higher Education; Majors (Students); Peer Acceptance; Peer Groups; Peer Influence; Peer Relationship; Surveys
The role of women's college peer groups in aiding women to continue along or in encouraging them to drop out of certain career paths was investigated. During an ethnographic phase, freshmen were interviewed, during the survey phase a survey instrument was administered to sophomores. Respondents were from predominantly black Bradford University (BU) and predominantly white North Carolina University (NCU). Peer relationships were important primarily as opportunities to enact valued role-identities. Noncareer peer relationships competed with career concerns for time and attention. Few black women changed plans for a major, while whites viewed changing majors as acceptable. Changes in major were more likely to result either in women staying in or moving toward nonmath/science majors. Ambivalence of BU women in career choice focused on questioning the worth of the credential relative to its costs. Nonacademic peer-related identities and rewards competed with career goals. NCU women were uncertain about their choices of majors. Peers' approval of NCU women's goals translated into greater commitment to pursue training in their majors. Recommendations to increase women's participation in math or science careers were identified. (The survey instrument and code book and summarized career identity histories are appended.) (YLB)

ED 248 409 CE 039 754
Kendall, Elizabeth L.
Perceptions of Nontraditional and Traditional Vocational Completers toward Career Guidance.
Pub Date—26 Apr 84
Note—33p. Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
Pub Type—Reports - Research (143) - Speeches/Meetings Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors: Career Counseling; Comparative Analysis; Counseling Effectiveness; Counselor Attitudes; Counselor Role; Enrollment Influences; High School Students; Job Placement; Nontraditional Education; Nontraditional Occupations; Participant Satisfaction; Peer Acceptance; Peer Influence; School Counselors; Sex Fairness; Sex Role; Sex Stereotypes; State Surveys; Student Attitudes; Student Motivation; Tables (Data); Teacher Influence; Teacher Role; Vocational Education
Identifiers—Program Completers, West Virginia
A study analyzed the attitudes of a random sample of completers of nontraditional and traditional vocational programs toward the school and career counseling that they received while enrolled in a vocational education program in West Virginia in 1980. The survey instrument, which was completed by 36 of the 100 nontraditional program completers originally contacted and by 42 of the 100 traditional completers asked to complete the survey, dealt with the students' reasons for enrolling in a vocational program, their satisfaction with the program, and the support that they received for their enrollment decisions from influential individuals. In general, many students did not feel that they could turn to their vocational teachers for support. Many felt that their counselors were of little or no help to them. It appeared that the traditional completers received more help in securing educational or job placement and more support for their career choice than did the nontraditional respondents. When data were broken down by sex, 70 percent of the nontraditional male completers felt that their employer had received information about them from their teachers, however, only 29 percent of the nontraditional females felt the same way. (Six tables of data are appended to this report.) (MKN)

- EJ 357 403** SO 516 816
The Cultural Production and Reproduction of Gender: The Effect of Extracurricular Activities on Peer-Group Culture. Eder, Donna, Parker, Stephen. *Sociology of Education*, v60 n3 p200-13 Jul 1987 (Reprint: UMI)
Descriptors: Cultural Images; Sex Differences; Extracurricular Activities; Athletics; Adolescents; Junior High Schools; Peer Groups; Peer Influence; Peer Acceptance; Working Class; Socialization; Values
Examines the effect of athletic-related activities on peer-group culture of students at a predominantly working-class middle school. Reports that certain extracurricular activities influence the male and female cultures of early adolescents by promoting specific values which are incorporated into the informal peer-culture of the school. (Author/AEM)

- EJ 328 304** PS 513 572
Research Review. The Unpopular Child. Roopnarine, Jaipaul L.; Honig, Alice S. *Young Children*, v40 n6 p39-64 Sep 1985 (Reprint: UMI)
Descriptors: Young Children; Early Childhood Education; Interpersonal Competence; Social Development; Peer Relationship; Personality Development; Peer Influence; Peer Acceptance; Teacher Role; Parent Child Relationship; Sex Differences; Child Rearing; Parenting Skills; Classroom Environment; Rejection (Psychology); Withdrawal (Psychology); Individual Characteristics
Identifiers: Popularity
Discusses importance attributed to social competence with peers for social development of young children and implications for later years. Review of research addresses the following issues regarding unpopular children: types of interaction patterns, parental childrearing patterns, and development of improved social skills through the help of researchers, parents, and teachers. (DST)

- EJ 315 836** CS 706 771
Shyness and Popularity: Children's Views. Richmond, Virginia P. And Others. *Western Journal of Speech Communication*, v49 n2 p116-25 Spr 1985 (Reprint: UMI)
Descriptors: Elementary Secondary Education; Children; Communication Apprehension; Childhood Attitudes; Peer Influence; Peer Acceptance; Interpersonal Competence; Communication Research; Communication Skills; Correlation
Identifiers: Shyness
Investigated whether an association exists between shyness in children and rejection of these children by their peers. Collected data from 1,329 children in grades three through 12. Found a strong tendency on the part of children to reject shy or quiet peers. (FD)

- ED 317 941** CG 022 460
Bock, Irene C. Cape, John, Ed.
In Tune with Teens: A Guide for Communicating with Adolescents.
Sheppard Pratt National Center for Human Development, Baltimore, MD.
Pub Date—Aug 89
Note—90p.
Pub Type—Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Description—Adjustment (to Environment); Adolescent Development; Adolescents; Alcohol Abuse; Delinquency; Drug Abuse; Emotional Problems; Family Problems; Helping Relationship; Interpersonal Communication; Juvenile Gangs; Parent Child Relationship; Peer Acceptance; Peer Influence; Personality Development; Sexuality; Youth Problems
This guide, intended for adults who deal with adolescents, was originally designed as a companion to "No Hang-Ups," a telephone tape call-in service addressing topics of vital concern to teenagers. The format of the guide consists of a series of brief two-page fact sheets on a wide range of adolescent issues: problems in school, teenage fears, loneliness, peer pressure, puberty, sexuality, violence, gangs, crime and legal problems, personal relationships, alcohol and drugs, family relationships, running away, and seeking help. Each fact sheet starts with a brief overview, discusses the issue from the teenager's point of view, suggests roles adults can play, and lists references on the topic for teenagers and adults. (TE)

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